MONMOUTH COLLEGE

CATALOGUE
1977-78 ● 1978-1979

Monmouth College, as a liberal arts community, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of themselves and their world.

The curriculum is designed to provide a broad understanding of the physical world, of human society, the arts, and the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of value, creativity and a desire to continue a lifelong quest for knowledge; to provide the students with a foundation for entry into the world of industry and commerce, the various professions, or graduates study.

The concern of Monmouth College is with the individual student; his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly effective young men and women who will in turn render a service to society.

The Monmouth Faculty

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MONMOUTH COLLEGE

1977-1979

ONE HUNDRED AND TWENTY-FOURTH

AND TWENTY-FIFTH YEARS

Monmouth, Illinois 61462

Introducing Monmouth College

General Characteristics of the College are as follows:

-- Founded in 1853 by United Presbyterian Church
-- co-educational, liberal arts emphasis, residential
-- four-year undergraduate program and two-year associate program
-- well qualified faculty with strong teaching orientation
-- student-faculty ratio 11-1

The College is accredited by or affiliated with:

-- North Central Association of Colleges and Secondary Schools
-- Associated Colleges of the Midwest
-- Association of American Colleges and Universities
-- American Chemical Society
-- United Presbyterian Church, U.S.A.
-- Midwest Athletic Conference

The academic program is characterized by:

-- 3:3 calendar and curriculum
3 ten-week terms
students usually take 3 courses each term
-- emphasis on individual study, seminar courses, and close student-faculty relationships
-- optional interim term for intensive study in December
-- four different types of majors available -- departmental, divisional, topical, and general studies

Among the educational opportunities available are:

-- 21 departmental majors
-- over 20 cooperative and off-campus study programs
-- pre-professional preparation in communications, dentistry, engineering, law, library science, medicine, ministry and Christian education, pharmacy, veterinary medicine, and teacher education
-- professional training programs in nursing and medical technology (in cooperation with Rush Medical University, Chicago, and other teaching hospitals in Illinois)

Co-curricular programs include:

--- Men's Intercollegiate athletics: baseball, basketball, football, track, cross country, soccer, tennis, wrestling, golf, swimming
-- Women's Intercollegiate athletics: basketball, softball, volleyball, tennis
-- Intramural and extramural programs

-- Music
-- Drama
-- Forensics, College radio station
-- Journalism on the College newspaper, annual, and literary magazine
-- 4 national sororities and 6 national fraternities. Two of the national sororities were organized at Monmouth and have their Alpha chapters here.

The College is located in

-- Monmouth, Illinois population 11,000, 180 miles southwest of Chicago, immediately accessible from I-80 and I-74 and served by Amtrack

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Admission to the College

Monmouth College admits qualified men and women from varied geographic, cultural, economic, racial, and religious backgrounds. The primary considerations for admission are academic achievement, academic aptitude, and personal qualifications.

The following is **suggested** as a good high school program in preparation for study toward the Bachelor of Arts degree at Monmouth College: English, 4 years; foreign language, 2 years; history, 2 years; mathematics, 3 years; laboratory science, 2 years. As an elective from the vocational group, typing is recommended. Students planning to concentrate in mathematics, physics, chemistry, biology, or economics should include at least three (preferably four) years of mathematics.

REQUIREMENTS FOR ADMISSION

1) Graduation from an accredited high school or equivalent with satisfactory completion of 15 units of credit including English, history, social science, mathematics, and natural science. A unit is a subject carried for one school year.

2) In general, scholastic achievement predicts success at Monmouth. Students who do not meet the minimum requirements will be considered individually on their merits.

3) Satisfactory scores on either the SAT or ACT tests.

4) Recommendations of the high school counselors or teachers.

5) A student should be in the upper 50 percent of his high school graduating class.

PROCEDURE FOR ADMISSION

To be considered for admission an applicant must first send the application for admission together with the non-refundable $15 application fee to: Director of Admissions, Monmouth College, Monmouth, Illinois 61462. In addition to the application for admission and $15 fee, a complete application includes: high school transcript, ACT or SAT scores, and two recommendations. All application materials are enclosed in the Monmouth College **Viewbook.**

HIGH SCHOOL TRANSCRIPT

An official transcript of the high school academic record must be sent by the high school to the Director of Admissions, preferably during the first semester of the senior year in high school. A final transcript will be required at the completion of the senior year.

Freshman applicants who have been out of high school a year or more and have not begun their college education must prepare a statement indicating their activities since graduation from high school.

COLLEGE ENTRANCE TESTS

Monmouth College requires applicants to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Test scores are used in the admissions decision **so applicants are advised to take the test during the spring of their junior year or early in the senior year** - preferably not later than January. High school guidance offices have information on the tests, test dates, testing centers, and registration procedures.

Anxiety about test scores is a significant concern for many college applicants. Often this anxiety is inappropriate for Monmouth College applicants. Of the academic factors considered, the most important is the achievement record as shown by the candidate's high school transcript. Test results are an important, but clearly secondary, factor.

TYPES OF APPLICATION

Four types of application are listed on the application for admission: Regular Admission, Early Admission, Early Decision, and the Single Application Method (SAM). The type preferred should be checked on the application for admission after studying the following:

Regular Admission procedure should be used by those who do not wish to use the Single Application Method (SAM), Early Admission, or Early Decision. Regular Admission candidates should apply in the senior year of high school.

Early Admission allows students to accelerate their educational programs while in secondary school and enter college after three years. Candidates making application for Early Admission will present unusually strong academic credentials, give evidence of the academic and social maturity necessary to succeed in college, and have the enthusiastic support of the secondary school in which they have been enrolled.

Early Decision allows a limited number of qualified candidates, who apply before November 1 of their senior year in high school, to be offered admission by November 15 if Monmouth is their first choice college, and if the offer of admission will be accepted if it is forthcoming. The admissions deposit for early decision applicants is required by December 1.

Candidates for early decision must rank in the top third of their high school class at the completion of six semesters and provide above average test scores. All other admission requirements must be met.

Single Application Method (SAM)* As a member of the Associated Colleges of the Midwest (ACM), Monmouth College offers students

* Participating SAM colleges are: Beloit College, Beloit, Wisconsin; Carleton College, Northfield, Minnesota; Coe College, Cedar Rapids, Iowa; The Colorado College, Colorado Springs, Colorado; Cornell College, Mount Vernon, Iowa; Knox College, Galesburg, Illinois; Lake Forest College, Lake Forest, Illinois; Lawrence University, Appleton, Wisconsin; Macalester College, St. Paul, Minnesota; Monmouth College, Monmouth, Illinois; Ripon College, Ripon, Wisconsin; and St. Olaf College, Northfield, Minnesota.

who are interested in applying to two or three of the participating colleges the opportunity to do so under a Single Application Method. Using SAM, an applicant who wishes to be considered by two or more of the ACM colleges may do so with only one application form and one $15 fee. An application not accepted by the first choice college is immediately forwarded to the first alternate choice, and if necessary to the second alternate. Over 90 per cent of SAM applications are accepted by one of the colleges they have chosen.

NOTICE OF ADMISSION

The Admissions Committee takes action on each application for admission as soon as all necessary materials are received. Applicants are notified of the committee's decision within ten days. Notice of an initial payment of $125 is included in the letter offering admission. Payment of this fee is due on the date specified in the letter of admission. This deposit is non-refundable, but $100 will be credited to first term's tuition fee; $25 will be credited as the damage deposit. The damage deposit is required only for students who will live in College housing; it is refundable upon graduation, provided no room damage occurs.

ADVANCED PLACEMENT AND CREDIT

Monmouth grants advanced placement, college credit, and the reduction of the distribution requirements to entering students who have demonstrated college-level preparation. Advanced Placement tests of the College Entrance Examination Board (CEEB), tests given at Monmouth during orientation week, and high school records may be used as a basis for granting advanced placement.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if it does not void necessary admission units. The granting of credit is authorized by the Dean of the College upon recommendation of the instructor who gives the course, the chairman of the department concerned, and the student's faculty advisor.

ADMISSION OF TRANSFER STUDENTS

College work done in other accredited institutions may be applied toward a degree at Monmouth. Students who transfer from other colleges are required to follow the regular admissions procedure and submit an official transcript of record from each college attended. Also required is a recommendation form completed by the Dean of Students at the last institution attended and returned to Monmouth College. If a transfer applicant has been out of college one or more terms, a statement must be provided indicating why the student left college, what he has been doing since leaving college, and why he wishes to return.

Transferred credits are entered on the student's record but are not

included in the computation of the grade point average at Monmouth College.

SPECIAL PART-TIME AND REENTERING STUDENTS

Special students are defined as students who are not candidates for a degree. Permission to register as a special student must be obtained from the Dean of the College. Should a special student decide to become a degree candidate, the regular admissions procedure must be completed.

Part-time students are those who intend to graduate from Monmouth College and who register for less than two courses per term. Written permission to be a part-time student must be obtained from the Dean of the College prior to the beginning of the term.

Students planning to reenter Monmouth College must obtain permission to enroll from the Dean of the College.

TO VISIT THE CAMPUS

Those who visit the campus are always welcome. Admissions offices are open eight to four-thirty Monday through Friday and on Saturday until noon. **Inform the admissions staff in advance of your visit.**

Financial Aid

THE PROGRAM

The primary goal of the Monmouth College financial aid program is to provide financial assistance to all qualified students who, without such aid, would be unable to attend Monmouth. No student interested in a Monmouth education should fail to apply because of an inability to meet the costs.

Monmouth College offers financial assistance to needy students who are most likely to benefit from, and contribute to, the Monmouth Program. Academic achievement, special talents, future promise, and financial need are considered in selecting students to receive assistance.

Financial information, including student charges may be found in an insert to this catalog.

ELIGIBILITY

Financial aid administered by the College is considered supplemental to the family contribution. Monmouth College strives to assist the student who will help himself and whose family will help to its maximum ability.

To be eligible for financial assistance, a student must be classified as a full-time student and be making satisfactory academic progress as outlined in this catalog.

No financial assistance is available for either the interim or summer sessions.

A student may be considered for financial aid for twelve terms or until completion of the Bachelor of Arts degree, whichever occurs first.

To be considered for financial assistance from Monmouth College, students should submit applications for all other financial aid for which they are eligible.

APPLICATION PROCEDURE

New freshmen and transfers should indicate on the application for admission that they seek financial assistance.

Returning students are provided instructions and forms by the financial aid office in the winter preceding the year for which they are applying for financial assistance.

All students applying for financial assistance should complete the following procedures:

1. Submit the Parents' Confidential Statement (PCS) of the College Scholarship Service. A married student or a student meeting federal guidelines for being considered independent, should submit the Financial Aid Form (FAF). Forms are available from high school counseling and guidance offices and Monmouth College Admissions and Financial Aid Office and Counselors. The completed form, along

with the appropriate fee, should be submitted to the address shown in the PCS instructions. Approximately three weeks is required for processing of the application.

2. All Illinois residents applying for financial assistance must apply for the Illinois State Monetary Award. Forms are available from high school counseling and guidance offices and the Monmouth College Admissions and Financial Aid Office and Counselors.

The completed form should be mailed to the Illinois State Scholarship Commission, 102 Wilmot Road, Deerfield, Illinois 60015. There is no application fee. Awards are announced approximately six to eight weeks after completed applications are submitted.

3. Applications for the Basic Educational Opportunity Grant (BEOG) are available from high school counseling and guidance offices and from the Monmouth College Admissions and Financial Aid Office and Counselors. Awards are announced approximately four to six weeks after completed applications are submitted.

Further details on available assistance and application procedures are described below.

DETERMINATION OF COLLEGE EXPENSES

Monmouth College uses the College Scholarship Service (CSS) to assist in determining a family's capability of meeting college expenses. An applicant for financial aid must submit a Parents' Confidential Statement (PCS) to the College Scholarship Service (CSS).

A copy of the Parents' Confidential Statement (PCS) may be obtained from any high school counselor or guidance office. The application, with the appropriate fee should be submitted to the College Scholarship Service at the address indicated on the form.

An applicant will be considered for financial assistance as soon as the PCS has been received and he has been admitted to Monmouth College. Offers of financial assistance are made throughout the year, but applicants are urged to make early application, as consideration can be given only if funds are available.

A married student or a student meeting federal guidelines for being considered independent, must submit the Financial Aid Form (FAF) of the College Scholarship Service.

The CSS analysis of the PCS or FAF provides a standard basis from which the financial assistance is determined; however, all awards are determined by the Financial Aid Office.

TYPES OF ASSISTANCE

Financial assistance may include scholarships, grants, loans and part-time campus employment. Scholarships and grants are gift awards and do not have to be repaid. Loans and campus employment are considered self-help awards since repayment or performance of duties are required.

The type of financial aid awarded depends upon the student's

financial situation and the funds available for various types of aid. Monmouth College financial aid is generally a combination of gift and self-help assistance.

Assistance is offered on an academic year basis with one-third of scholarship, grant and loan assistance credited to each of the three regular terms. Campus employment earnings are paid directly to the student on a monthly basis.

SCHOLARSHIP AND GRANTS

ILLINOIS STATE MONETARY AWARD

The Illinois State Monetary Award is administered by the Illinois State Scholarship Commission. The Award is non-competitive and is available to Illinois residents who demonstrate need.

All Monmouth College financial aid applicants residing in Illinois must make application to the Illinois State Scholarship Commission for the Monetary Award. These forms are available from any high school counselor or guidance office.

BASIC EDUCATIONAL OPPORTUNITY GRANT

The Basic Educational Opportunity Grant Program is a federally funded program, limited to U. S. citizens. Students enrolled on either a full-time or part-time basis are eligible to apply. Grant amounts are determined by the federal allocation of funds to the program, the amount the family is expected to contribute, as well as the institutional costs.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT

The Supplemental Educational Opportunity Grant program is a federally funded program for students with exceptionally high financial need.

The funds must be allocated to the College and are then awarded by the Financial Aid Officer. There is no separate application for this program.

MONMOUTH COLLEGE AWARDS

Students are eligible for these awards on the basis of financial need and academic achievement in high school.

A Parents' Confidential Statement or Financial Aid Form must be filed to assist in determining financial need.

To retain the award after the first year, the student must maintain satisfactory academic progress as outlined in this catalog.

The total assistance for students receiving Monmouth College Awards will normally not exceed the following:

Resident Students: The total amount charged for tuition, fees, room and board.

Commuting Students: The total amount charged for tuition and fees.

Off-Campus Programs: For students on off-campus programs, the award for the term(s) in which the student is off-campus will normally not exceed the total amount of charges collected by the College.

A list of the scholarships, prizes, and endowed funds available to Monmouth College students is printed in appendix A in the back of this catalog.

MONMOUTH COLLEGE HONOR SCHOLARSHIPS

Monmouth College offers honor scholarships to outstanding entering freshmen. The purpose of the awards is to recognize students of unusual academic ability. Eligible students will rank in the upper 15 percent of their high school class and have high combined SAT or high composite ACT scores. Awards will be designated within one of the academic divisions of the College - Humanities and Fine Arts including Drama and Music, Natural Sciences and Mathematics, Language and Communication, and Social Sciences and History. Financial need is not a requirement, but applicants must submit the PCS and apply for all other awards for which they may be eligible. The Honor Scholarship is further described on an information sheet which is available from the Director of Financial Aid.

WARREN, HENDERSON, MERCER, AND McDONOUGH COUNTY TUITION GRANT

Monmouth College makes this grant available to students who have graduated from a high school in Warren, Henderson, Mercer, or McDonough County and who continue to reside there to assure them of receiving at least $1,000 gift assistance toward educational expenses at Monmouth.

Students eligible for other gift or grant assistance must complete application for such assistance, and the four county tuition grant will be added to the amount of the other gift or grant assistance up to a total of $1,000. The four county grant will not be added to other aid which would increase the student's total gift assistance to more than $1,000. If the student has established financial need justifying a larger amount of aid, other types of aid may be used to further assist the student.

The student must file the Parents' Confidential Statement or the Financial Aid Form to be eligible for this grant.

The student may live either on campus or at home.

MONMOUTH COLLEGE BUSINESS INTERNSHIP PROGRAM

Monmouth College makes this grant available to employees and/or their dependents of companies who regularly participate in the business internship program to assure them of receiving at least

$1,000 gift assistance toward educational expenses at Monmouth.

Students eligible for other gift or grant assistance must complete application for such assistance, and this grant will be added to the amount of other gift or grant assistance up to a total of $1,000. This grant will not be added to other aid which would increase the student's total gift assistance to more than $1,000. If the student has established financial need justifying a larger amount of aid, other types of aid may be used to further assist the student.

The student must file the Parents' Confidential Statement or the Financial Aid Form to be eligible for this grant.

To retain this grant after the first year at Monmouth College, the student must be making satisfactory progress as outlined in this catalog. Also, the student or his parent must continue to be employed by a company which is currently actively participating in the internship program. A list of such companies can be obtained from the Monmouth College Financial Aid Office.

NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIP

Monmouth College sponsors a selected number of National Presbyterian College Scholarships which are available to entering freshmen who are communicant members of the United Presbyterian Church, U.S.A. and who rank in the top quarter of their secondary school class at the end of their junior year. Application forms for a National Presbyterian College Scholarship may be obtained by writing to:

National Presbyterian College Scholarships
Manager, Financial Aid for Studies
The United Presbyterian Church, U.S.A.
475 Riverside Drive, Room 430
New York, New York 10027

NATIONAL MERIT SCHOLARSHIPS

Monmouth College participates in the National Merit Scholarship Program. National Merit Scholarships are available to seniors in all secondary schools in the fifty states, District of Columbia, and certain territories and possessions. Awards are made on a competitive basis and financial need basis, and range from $100 to $1,500 annually. Program qualifications and application procedures may be obtained from the National Merit Scholarship Corporation, 990 Grove St., Evanston, Illinois 60201.

LOANS

THE NATIONAL DIRECT STUDENT LOAN

The National Direct Student Loan Program permits a student to

borrow up to $5,000 for undergraduate educational costs, with a maximum annual amount of $1,500, at an interest rate of 3 per cent. Applicants are required to demonstrate financial need and be enrolled at least half-time. Repayment begins nine months after the borrower ceases to be enrolled at least half-time.

Partial cancellation at specified rates is possible for borrowers who teach the economically, mentally, emotionally, or physically handicapped, as well as Headstart teachers, and veterans of combat areas. Loans are administered by the Monmouth College Financial Aid Office and appropriate forms are sent to the student at the time the loan is made.

GUARANTEED LOAN PROGRAM

This program is federally sponsored in conjunction with lending institutions. Students borrow directly from banks, savings and loan associations, credit unions, or other participating lending institutions, with the student's home state serving as "guarantor" on behalf of the student borrower. The interest rate is 7 percent and students may be eligible to have the interest paid for them by the government while they are in school if they qualify. Students begin repayment on a monthly basis, nine months after the cessation of studies. The College must certify to the need for the loan and does so after application is made to the lending institution.

Application forms are available at participating lending institutions and the Monmouth College Financial Aid Office.

UNITED STUDENT AID FUNDS, INC.

Loans granted through the United Students Aid Fund, Inc., also are available. This is a national non-profit corporation established to endorse bank loans up to $1,500 a year at a maximum of 7 percent interest to deserving college students who could not otherwise obtain such loans. Applications are available from the Monmouth College Financial Aid Office or participating lending institutions.

STUDENT EMPLOYMENT

Part-time campus employment is an important part of the financial aid program at Monmouth College. Awards are based on financial need and work skills of the individual and the type of jobs available, including food service helpers, library assistants, resident hall assistants and clerical work. Failure to complete job assignments shall not constitute an obligation of the Financial Aid Office to make job reassignments or substitute other types of aid. All campus employment is assigned by the Monmouth College Financial Aid Office,

with employment beginning when appropriate employment forms are completed. Earnings are paid monthly, directly to the student. There are a limited number of off-campus jobs.

RENEWAL PROCEDURE

All financial aid awards are made for one academic year. Monmouth College annually reviews the financial position of the student and his family. This annual review permits the College to consider any change in educational costs. Award amounts may vary, depending on current need, availability of funds, and academic performance.

ADJUSTMENT DUE TO WITHDRAWAL

Students who withdraw during a term will be subject to adjustments in their financial assistance. The adjustment of financial aid depends on the policies of the organization from which the aid came. If the particular agency or foundation has no policy for adjustment due to withdrawal, the adjustment will be made on the basis of Monmouth College policy.

The percentage of Monmouth College Awards applied to the partial term will generally be the same as the percentage of tuition charged for the partial term. For example, if 20 percent of the tuition is charged, up to 20 percent of the Monmouth College Award would be applied to the partial term. Adjusted Monmouth College assistance will not exceed the net charges, however, and will generally not result in a refund to the student.

The Basic Educational Opportunity Grant, a federal grant, would be adjusted on the basis of the net charges for tuition, fees, room and board for the partial term.

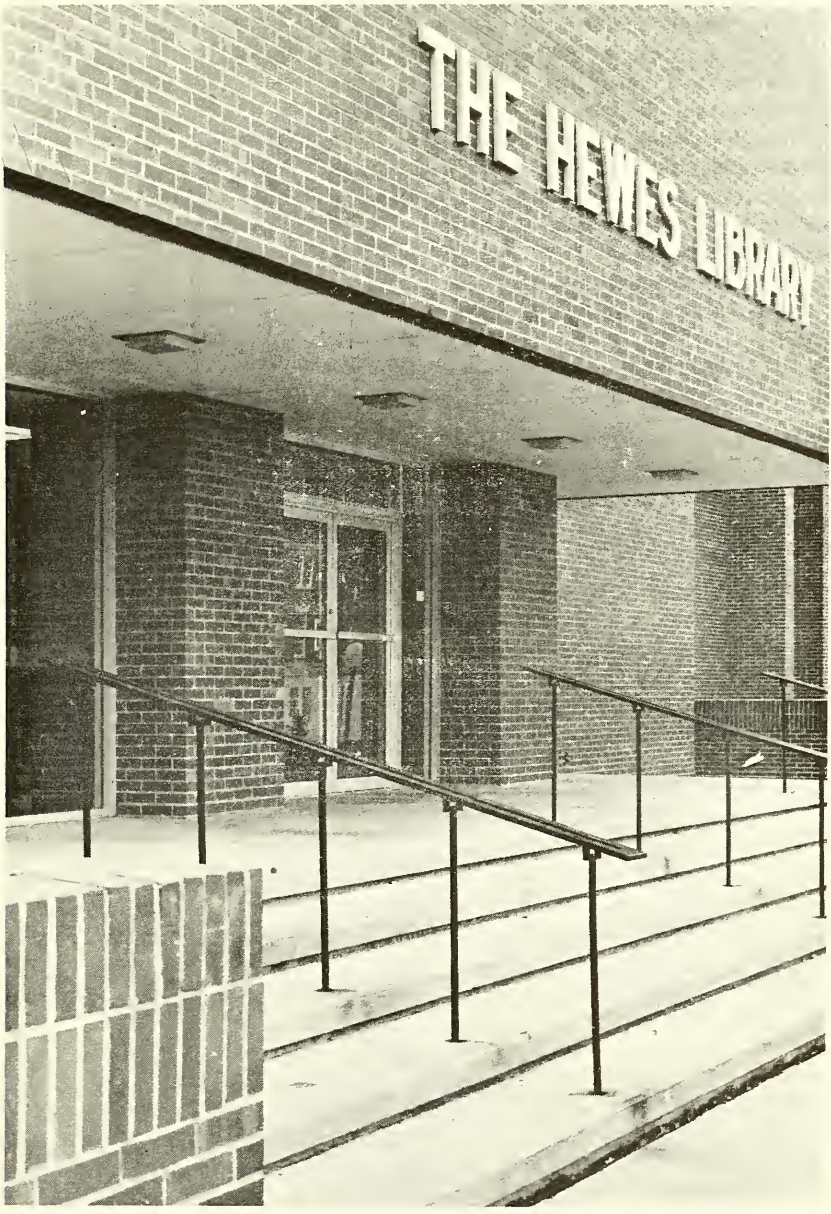
The adjustments in charges for a student withdrawing are explained in the tuition, fees and other charges section of this catalog.

Adjustments in gift assistance because of withdrawal may result in an outstanding balance on the student's account which will be due and payable at the time of withdrawal.

Adjustments in loans are generally not made; any loan proceeds previously credited to the student's account remain the student's obligation. Students may wish to pay off their National Direct Student Loan when they withdraw; if so, this must be done with personal funds rather than from other gift assistance. National Direct Student Loan borrowers must have an exit interview with the Director of Financial Aid before leaving the campus.

Earnings from campus employment for the time worked up to the date of withdrawal will be paid to the student on the next scheduled date of pay.

All adjustments in financial assistance will be made by the Director of Financial Aid.



Erected in 1970, Monmouth's Hewes Library contains over 165,000 volumes and has been a partial depository for U.S. Government documents since 1860.

Academics

THREE-THREE PROGRAM

The three-term, three-course curriculum, adopted in the fall of 1962, has given depth to the educational program of Monmouth College. The three-three program divides the academic year into three ten-week terms rather than the traditional two sixteen-week semesters. Terms end at Thanksgiving, mid-March (followed by spring vacation), and early June. A student normally takes three courses per term. Thirty-six term courses are required for graduation.

The Monmouth College Academic calendar may be found in an insert in this catalog.

ACCELERATION

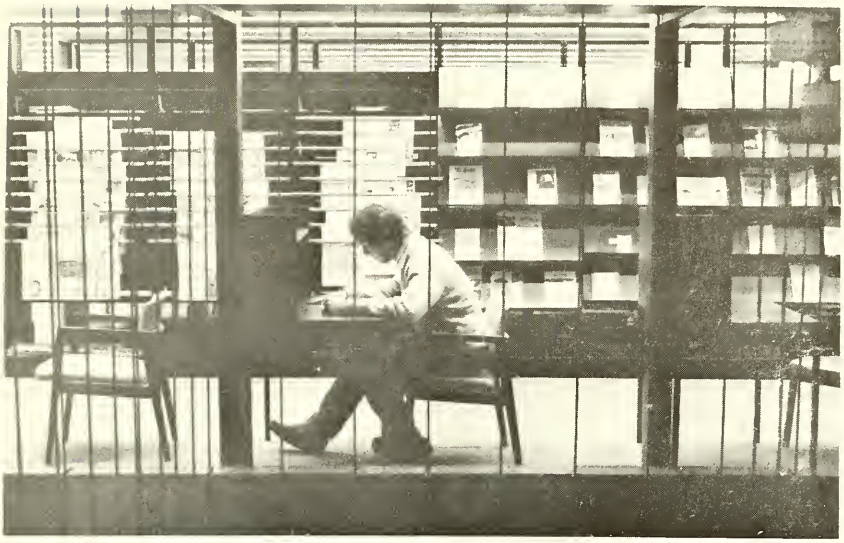
Although the standard length of time needed for graduation in the three-three program is four academic years, a number of possibilities exist for students to complete their degree work in less than four years.

Interim Term, Summer Session. In addition to the basic three-three calendar, the college offers additional courses in an intensive study term during the Thanksgiving-Christmas interim and in a summer session in June and July. It is possible for the student to earn one term credit during the Thanksgiving-Christmas interim and two term credits during the summer session.

Credit by Examination. A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to demonstrate mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, individual departments may set higher standards. A student may not earn credit by examination for any course for which credit has already been earned. A maximum of one term course credit per term can be earned through credit by examination. The fee for credit by examination is noted on the insert. Fractional courses are charged at the fraction of the fee for one term course.

Prior to taking such an examination, a student must secure the written approval of the adviser, the chairman of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the scope of the examination and whether the department requires higher than a C to grant credit.

Fourth Course. A student is permitted to register for a total of four term courses who has achieved at least a 3.00 grade-point average in each of the two preceding terms or who has a cumulative average of at least a 3.00. A senior in good academic standing can register for four courses if the student is: (a) within four courses of graduation; or (b)



within six courses of graduation at the beginning of third term and plans to graduate after attending summer school.

ADVANCED STANDING AT MONMOUTH COLLEGE

At Monmouth College there exists a variety of alternatives for Advanced Standing. Advanced Standing provides new students with the opportunity to receive college credit, a possible reduction in distribution requirements, and placement in courses at an advanced level.

Advanced Placement Tests. These tests are standardized tests given on the national level by the College Entrance Examination Board to high school seniors. A new student who does well on these tests may receive Advanced Standing or credit for his achievement if the department in question authorizes it.

College Level Examination Program (CLEP). College Credit is offered for any subject examination whose subject is comparable to a regular Monmouth College course. Comparability is to be decided by the appropriate department with appeal to the Petitions and Academic Status Committee. The 50th percentile shall be the minimum passing grade. The Dean of Students is in charge of the administration of CLEP examinations, which are offered at least once each term, and credit is recorded in the manner of transfer credit, i.e., no grade is assigned, simply credit. CLEP examinations may not be used to meet the laboratory science distribution requirement.

Institutional Achievement Tests. These are standardized tests in

foreign languages and math that are administered each fall during Orientation week. The results of these are used to determine a student's place in the language or math curriculum.

REQUIREMENTS FOR GRADUATION

Monmouth offers the Bachelor of Arts and the Associate of Arts degrees. Requirements are designed to encourage each student to explore the major areas of the liberal arts and to examine intensively his or her field of interest.

A student qualifies for the A.A. (Associate of Arts) degree by making application and meeting the following requirements: 1) fulfill all distribution requirements; 2) have 18 term credits, and 3) have a cumulative gradepoint average of 2.0.

A student qualifies for the B.A. (Bachelor of Arts) degree by earning a grade-point average of 2.0 (C) or better in a total of 36 term courses, including the courses needed to fulfill the distribution requirements. Each student receiving the B.A. must complete a departmental, divisional, topical or general studies major and must earn a grade of C or better in each course counted toward this major.

For both degrees, the last nine courses must be taken at Monmouth College.

DEPARTMENTAL MAJOR

A departmental major consists of a minimum of eight term courses in one department. A specific department may require more than eight courses, a comprehensive examination, a senior thesis, or other work, including the graduate record examination.

DIVISIONAL MAJOR

A divisional major consists of a minimum of twelve term courses in one division (at least six of which must be at the 300 or 400 level). The program for the divisional major must be approved by co-advisers from two departments within the division.

TOPICAL MAJOR

A topical major consists of a minimum of twelve term courses (at least six of which must be at the 300 or 400 level) chosen from two or more departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the Petitions and Academic Status Committee and will be under the direction of an adviser appointed by the Committee. Requests for topical majors should be filed at least one year before the expected graduation date.

GENERAL STUDIES

General Studies is designed for the student who wishes the broadest possible exposure to different fields of study. The major

consists of eight 300 and 400 level courses, including two independent studies (or one off-campus program).

DISTRIBUTION REQUIREMENTS

Distribution requirements help a student acquire a broad liberal arts education and discover new aptitudes and interests. Through these requirements, usually fulfilled during the first two years, the student is introduced to the many areas of human knowledge and to several different methods of scholarly investigation. A student may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

Language and Communication. Three term courses one from each of three of the following four areas:

1. English Composition: English 101 or 110.
2. Speech Communication Arts: SCA 101, 106, 201, 301, 305 or a designated special course.
3. Foreign Language: A modern foreign language at the 102 level, Greek 102, or Latin 100. A language other than those currently taught at Monmouth College can be substituted if proper examination procedures can be arranged. In these cases proficiency at the 102 level shall be required.
4. Language: English 115 or 314; Modern Foreign Languages 340; Classics 224; SCA 206 or 207.

Natural Sciences and Mathematics. Three term courses. Biology, Chemistry, Geology, Physics, and Mathematics: three term courses from at least two departments, including two term courses with laboratory.

Social Sciences and History. Three term courses. Economics and Business Administration, Government, History, Psychology, and Sociology: three term courses from at least two departments.

Humanities and Fine Arts. Four term courses. Literature (including Modern Foreign Language 203 or 300 and above), Classics (at the 200 level or above, excluding 224), Philosophy, Religious Studies, and Fine Arts (Music, Art, or Theatre Arts): four term courses, at least one term course from each of three areas listed above.

SEMINARS AND INDIVIDUAL STUDY

Individualized study is available to all students at Monmouth College and can take several forms including Internships, Work-study programs, Self-paced Learning, Programmed Learning, Seminars, and traditional Independent Studies. Credit by examination, whether administered locally or through C.L.E.P. tests, is also available.

Individualized study may involve one or a small group of students, is not necessarily bound by traditional calendar or term divisions, and can occur either on or off campus. Limitations are few. If a student wishes to do a project involving off-campus study or a project involving multiple term course credits, the dean of the college must give his

approval.

Individualized study programs may be initiated or completed at any time during the year without the payment of late registration or change of registration fees. The programs must not, however, constitute an overload for the student unless prior consent for the overload has been secured through the Petitions and Academic Status Committee. All courses taken under individualized study procedures should use existing college catalogue numbers.

In any individualized study project it may be to the advantage of the student and instructor to agree in writing about the details of the learning experience to be undertaken. This plan of study, signed by both student and instructor could insure that both parties are aware of the boundaries of the study and the specific requirements for completing it. On completion of the course this plan of study could be forwarded to the registrar along with the course grade to provide a succinct transcript record of the form and content of the project. If a written agreement is not used for a project, it is the instructor's responsibility to submit to the registrar a precis of the study along with the grade in all cases where the course number is not sufficiently explanatory of content and or procedure. A student or faculty member has the right to insist on a written agreement if he or she feels it would be beneficial.

Credit for individualized study will be assigned for the term during which the study was initiated. At traditional grading junctures ongoing individualized study projects should receive the IP grade. If the project has been drawn up so as to go beyond two terms, the departmental chairman should authorize an extension of the IP grade as indicated in the current grading procedures.

Students will normally initiate individualized studies, but actual registration for them is dependent upon their qualifications to undertake the work desired and the instructor's willingness to supervise it.

Academic Regulations

ATTENDANCE

Responsibility for class attendance is placed upon the individual student, except as limited by these regulations:

1. Courses of study are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind and all examinations. However, students need not make application to have absences excused and need not make any explanation of class absences.
2. A student whose record in a course is suffering because of frequent

absences may be required by the instructor or the Dean of the College to explain all absences during the remainder of the term. A student continuing to miss classes after a warning may be dropped from the course with an F grade. This action may be taken at any time during a term.

REGISTRATION

Students must register for all courses in which credit is desired. Students must take responsibility for seeing that they are properly enrolled in each course. During the sixth week of each term, currently enrolled students will register for the following term. New students will register during the orientation period preceding the fall term. Courses are selected in consultation with the student's faculty adviser.

All changes in registration require written permission of the course instructor and the student's adviser. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes.

Normally, students will register for three full courses each term. A full term course typically meets four times weekly for 50-minute periods, exclusive of laboratory sessions. Students taking less than 2.5 course credits may find their financial aid reduced.

A student is permitted to register for a total of four term courses, who has achieved at least a 3.00 grade-point average in each of the two preceding terms, or who has a cumulative average of at least 3.00. The only exceptions to the above are that a senior in good academic standing will be permitted to register for four courses if the student is: (a) within four courses of graduation; or (b) within six courses of

graduation at the beginning of the third term and plans to complete graduation requirements during the summer session.

THE GRADING SYSTEM

Unless students sign a form requesting it, grades will not be sent to parents. This is in keeping with federal legislation on the subject of student privacy.

All academic work at Monmouth College is graded as follows:

Grade	Points
A	4
B	3
C+	2.5
C	2
D	1
F	0

F - Failure
WF - Withdrawn Failing
W - Withdrawn Passing
I - Incomplete
IP - In Progress
S - Satisfactory
U - Unsatisfactory
CR - Credit
NC - No Credit

The grade-point average is determined by dividing the total grade-points earned during the term by the number of courses taken. The cumulative grade point average is the total of all grade-points earned, divided by the total number of term courses taken. Courses transferred from other institutions are not included in calculating the grade-point average.

If a course is repeated, only the final grade earned will be included in calculating the cumulative grade-point average. In repeating a course the student is required to fill out a "repeat course" form to insure proper credit.

The **Incomplete (I)** grade signifies that work in the course is incomplete due to illness or circumstances beyond the control of the student or that the instructor feels further evaluation is needed to determine the grade. Unless the **I** is removed by the seventh week of next term, the grade automatically becomes a Failure (F).

Incomplete grades are not used in the computation of grade point averages. They are not counted as credit attempted until a grade has

been assigned. When a grade is assigned, the course credit and grade-points will be used in computing both cumulative and term grade-point averages.

In seminars and other independent study courses where the work of the course cannot be completed in one term, the grade In Progress (IP) is given. This grade is not used in calculating the grade-point average. The appropriate letter grade will be given on completion of the work, but it becomes an **F** if not completed by the end of the following term, unless the chairman of the department has authorized an extension.

WITHDRAWING FROM A COURSE

In order to withdraw from a course after the first week of a term, a student must have the approval of the instructor of the course, the adviser and the Dean of the College and pay a fee of $5. The grade of **W** will be given in all such cases of withdrawal before the end of the sixth week of the term. A student cannot withdraw from a course after the sixth week of classes except for illness or circumstances beyond the student's control. If a student is allowed to withdraw after six weeks of a term - and this is allowed only under circumstances beyond the student's control - the grade **W** or **WF** must be assigned: **W** if the student is passing, **WF** if failing at the time of withdrawal.

DISCIPLINARY SUSPENSION

Transcripts issued after a disciplinary suspension period has been completed will make no reference to the penalty. Such suspension will be for at least the remainder of the academic term in which the action was taken and no refunds will be made.

S/U GRADING SYSTEM

Students are permitted to register for a limited number of courses to be graded on **Satisfactory/Unsatisfactory (S/U)** basis. The **S** grade shall be given for performance of **C** or better; otherwise the grade of **U** shall be given. Such grades shall not be included in the calculation of term or cumulative grade-point averages. Only those courses in which the grade of **S** is earned will count as credit earned. The following restrictions apply:

1. The **S/U** option is available only to sophomores, juniors and seniors who have cumulative grade-point averages of at least 2.0.

2. A student may, with adviser's approval, register on an **S/U** basis for one course per term up to a total of six courses, no more than two of which are in the same department.

3. Students planning to take a course on an **S/U** basis should indicate this during registration. However, a student will be permitted to

change registration from a regular grade basis to an **S/U** basis during the first week of the term and from an **S/U** basis to a regular basis during the first six weeks of the term.

4. The instructor shall not be notified which students are taking a course on a **S/U** basis. Each faculty member shall report regular letter grades, and the registrar shall where appropriate, convert the grades to **S** or **U**.

5. The **S/U** option is not available for any course that is being repeated.

WARNING GRADES

Students whose grade in a course is **D** or **F** at mid-term, i.e. the end of the fifth week, are to be notified that their work is unsatisfactory.

ACADEMIC STATUS AND SUSPENSION

A student will be considered to be making unsatisfactory academic progress if the cumulative grade-point falls below 1.6 when fewer than seven credits have been completed; 1.8 when at least seven but fewer than nineteen credits have been completed; 2.0 if nineteen or more credits have been completed. The cumulative grade-point average is based on all credit courses taken at Monmouth College excluding S/U grades.

Any student making unsatisfactory progress at the end of any term will be counseled by the adviser or referred by his adviser to another person for academic counseling.

After a second term of unsatisfactory academic performance, a student's performance will be subject to review by the Petitions and Academic Status Committee to determine whether the student should be continued in college or suspended.

Students making unsatisfactory progress may not participate in intercollegiate extramural athletics or extracurricular music and threatre groups.

Students returning after an academic suspension are subject to the supervision of the Petitions and Academic Status Committee.

CLASSIFICATION

All students will be classified at the beginning of the fall term on the basis of the number of term-course credits earned as follows: Freshman - fewer than eight term courses; Sophomore - eight but fewer than sixteen term courses; Junior - sixteen but fewer than twenty-five term courses; Senior - twenty-five or more term courses.

DEGREES

Candidates for the Bachelor of Arts degree must make formal ap-

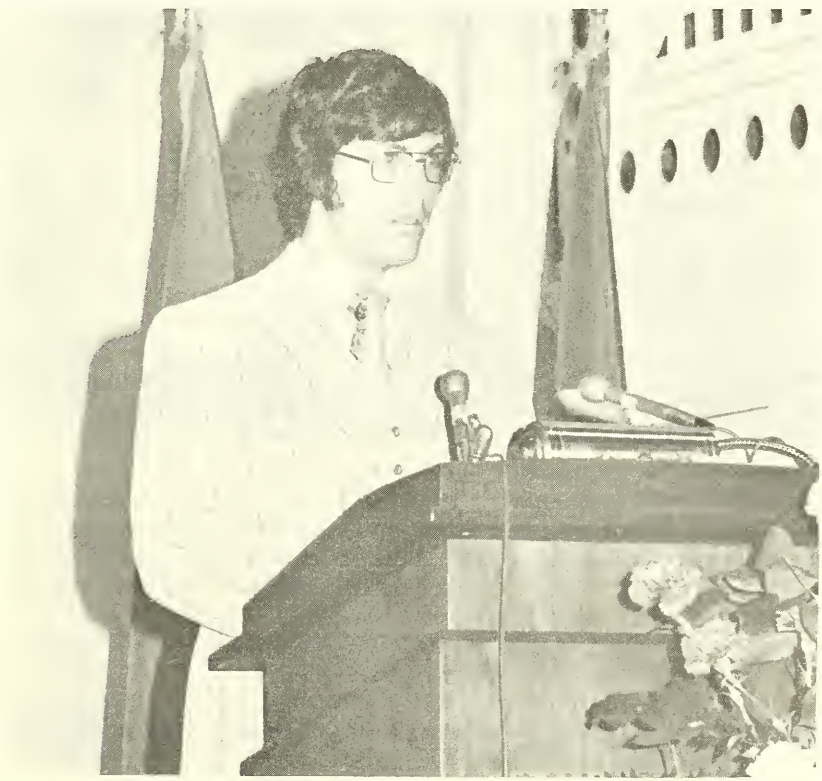
plication to the Registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but the formal Commencement will be held in June. The senior year must be spent in residence at Monmouth College.

Candidates for the Associate of Arts degree must make formal application to the Registrar two terms in advance of their expected completion of the requirements.

ACADEMIC HONORS

Dean's List. At the end of each term students enrolled in three term courses (may be two regular and one S/U course) with a term grade-point average of 3.667 or higher, will be named to the Dean's List.

Honor Roll. At the end of each term the names of students enrolled in three term courses (may be two regular and one S/U course) with a term grade-point average of 3.5 or higher, will be placed on the Honor Roll.



At the Spring Honors Convocation, students are recognized for their academic achievement during the previous year.

HONORS AT GRADUATION

Honors at graduation consist of College Honors or Departmental Honors or both.

College Honors. To be eligible to graduate **cum laude** a student shall have a cumulative grade-point average of 3.5 or higher. To be eligible to graduate **magna cum laude,** a student shall have a cumulative grade-point average of 3.75 or higher. To be eligible to graduate **summa cum laude,** a student shall have a cumulative grade-point average of 3.9 or higher.

Departmental Honors. Outstanding performance in the field of concentration will be recognized as a degree "with Honors" in the appropriate subject. Individual departments will award this honor on the basis of criteria established by that particular department.

TRANSFER OF CREDITS

Courses taken at other accredited institutions will be transferred on the basis of .3 term course credits per semester hour credit, provided that a grade of C or better was received and that the course is acceptable at Monmouth College. Grades of courses transferred are not included in calculating grade-point averages.

Grades of D are accepted to fulfill distribution requirements, without credit toward graduation.

Written approval of the Registrar is required **in advance** for courses to be taken at another institution and accepted as transfer credit at Monmouth College.

JUNIOR COLLEGE TRANSFERS

Any junior college graduate who has been admitted to Monmouth

College and who has completed a college transfer program will be admitted with junior standing (i.e., eighteen term courses of transfer credit).

All distribution requirements will be considered as met if the student's work at an accredited junior college approximates Monmouth College standards as decided by the Registrar. Guidelines include as a minimum:

Science and Math, 8 semester hours or 12 quarter hours.

Humanities and Communications, 18 semester hours or 27 quarter hours

Social Science, 10 semester hours or 15 quarter hours (History may count as either Humanities or Social Science)

A maximum of eighteen term courses of junior college work may be accepted as academic credit for junior college transfers holding an A.A. degree from accredited institutions.

Special Programs

SPECIAL STUDY PROGRAMS

Monmouth College offers special study programs in a variety of academic fields. Most of these programs carry full academic credit and involve off-campus study in geographic areas ranging from Japan to the Quetico-Superior wilderness in Minnesota.

ARGONNE SEMESTER*

Advanced students in chemistry, physics and mathematics sample the life of a working scientist as junior members of research teams headed by scientists at the Argonne National Laboratory. While engaged in research, participants also attend seminars in their major fields and an interdisciplinary seminar directed by resident ACM faculty members.

Length of program: July-December
Prerequisites: Major in chemistry, biochemistry, mathematics or physics
Credit: 4.5 term courses
Application deadline: February 15

ARTS OF LONDON AND FLORENCE*

The Arts of London and Florence (spring) provides a broad introduction to the arts for the non-specialist student. The courses offered during the seven weeks in each location concentrate on the historical, cultural and artistic significance of the two cities and are supplemented by considerable exposure - in the form of concerts, museum visits, theatre, excursions - to other facets of the arts.

Length of program: February - May

Prerequisites: Sophomore standing or above
Credit: 4.5 term courses
Application deadline: October 15

BUSINESS INTERNSHIP PROGRAM

In the junior or senior year the Monmouth College Business Internship Program is available and recommended for those who can take advantage of it. In any of the regular terms or in the summer, the student spends ten weeks on the job in the office of the president of a corporation or of some designated executive who has assumed the responsibility of providing the unusual opportunity for the union of the classroom and the business world. In addition to engaging in a serious learning experience with top level, seasoned executives, the student undertakes to perform a job which results in mutual benefit to the company and to the student. The student earns a salary during the internship and also earns course credit for the research report or special study undertaken in connection with the internship. The Chicago Chapter of the Young President's Organization maintains an exclusive arrangement with Monmouth College in participating in this Program. Other companies outside those headed by YPO members participate also. Credit: up to 2.0 term courses.

CHINESE STUDIES *

The British Crown Colony of Hong Kong provides the setting for the study of Chinese language and culture. Participants enroll at Chinese University's New Asia College for one or two semesters, completing required courses in Mandarin language and Chinese studies, and electives ranging from political ideology to calligraphy.
Length of program: August-December; December-April; or both
Prerequisites: Sophomore standing
Credit: 4.5 to 5.4 term courses each semester
Application deadline: March 15

COSTA RICAN DEVELOPMENT STUDIES*

Costa Rican Development Studies (spring) offers interdisciplinary field research in the biological and empirically-oriented social sciences. Students and faculty members work together on research projects related to the land settlement program, problems of tropical food production, the country's political activity and other questions crucial to national development.

San Jose, Costa Rica is home base. Students live with local families to gain close contact with the Costa Rica people and their culture and to aid the rapid acquisition of language facility.
Length of program: January-June
Prerequisite: Sophomore standing; course work in a discipline related to current program research projects; one year of Spanish language
Credit: 4.5 term courses
Application deadline: November 15

EAST ASIAN STUDIES

The Monmouth College Senate authorized the establishment of a distinctive East Asian Studies program in the fall of 1963. This interdisciplinary program is designed to enrich the entire curriculum and broaden the range of non-Western studies available to all students. It is of special value to students planning a career in business, foreign missions, or government services in East Asia.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the college by its owners, Commander and Mrs. G.E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1000 art objects.

THE EXECUTIVE-IN-RESIDENCE PROGRAM

This program provides continuing opportunities on a day-to-day basis for students to exchange ideas with experienced business executives. Officers of national and local enterprises participate in this program. Individual executives spend from several days to a term or more in residence, being available for discussions with students and taking part in classroom and seminar courses in their particular areas of specialized competence. Participants contribute much from their experiences and backgrounds to enrich and enhance the student's understanding of the interesting and challenging problems and opportunities presented by American business.

FLORENCE *

The Florence program, offered in the fall only, is designed to give majors in art, history, modern languages and the humanities an intensive experience in the city's rich artistic and cultural heritage. Renaissance-oriented studies are complemented by courses offering historical context and a broad perspective of Italian contributions to world civilization.

Length of program: September-December
Prerequisites: Junior standing. Italian language recommended.
Credit: 4.5 term courses
Application deadline: April 1

GEOLOGY IN THE ROCKY MOUNTAINS

The geologic history of the Rocky Mountains near Colorado Springs, Colorado, is traced and analyzed by ACM students and "prefreshmen" through field trips, laboratory work and discussions. Students spend most of their time in the field either near Colorado College, where the program is based, or in other more distant areas.

Two courses are offered: Introductory, to familiarize students with varied rock types, geologic structures and landforms; Environmental, an intermediate course dealing with such environmentally-sensitive

geologic phenomena as replenishable resources, waste resources, waste disposal, catastrophic processes.
Length of program: June-August
Prerequisites: None for introductory course; one college-level geology course for Environmental Geology.
Credit: 2 term courses
Application deadline: April 15 for currently enrolled students; June 1 for entering freshmen.

HIGH SCHOOL SENIORS' HONORS PROGRAM

Now in its ninth year, a cooperative program with Monmouth High School enables a limited number of highly qualified high school seniors to take courses for college credit.

INDIA STUDIES*

Through intensive language and area courses at an ACM college followed by on-site study, observation and experience in India, students are introduced to a rich and complex non-Western civilization. While in India, program participants will be regularly enrolled students in the University of Poona's certificate program in Marathi language and culture. They will be offered courses designed to give historical perspective to various aspects of Indian culture with special reference to Maharashtra, and will complete the independent study projects begun during orientation. Among projects chosen by past students have been: Batik technique and design; Indian women; a history of Parvati temples; a comparison of Hindu, Jain and Buddhist caves as a reflection of daily religious life; Kathak dance; the place of animals in India; Indian design and jewelry; Indian nuclear chemistry. Poona, center of some of the most interesting political and intellectual activities in present day India, boasts among its popular leaders in the fields of art, music, dance, theatre, religion, government, politics and social work.
Length of program: March-December
Prerequisites: None, but preference is given to sophomore or junior standing.
Credit: 6 term courses; 9 term courses if orientation period is included.
Application deadline: November 15

JAPAN STUDY*

After a summer of orientation and language study in Japan, students spend fall and winter terms or a full academic year studying at Waseda University in Tokyo and living with a Japanese family. The formal curriculum at Waseda encompasses courses in Japanese language and electives covering many facets of Japanese history, culture and contemporary social and economic affairs. The family living experience provides informal coverage of these areas and is in many ways the dominant feature of the program, offering total im-

mersion in Japanese culture.
Length of program: July-June; eight-month option, July-February
Prerequisites: Sophomore standing
Credit: 9 term courses
Application deadline: January 23.

LATIN AMERICAN STUDIES *

The fifteen-week Latin American Studies Program (offered in the fall) emphasizes Spanish language and Latin American culture. Courses vary from year to year but remain within the basic areas of Latin American language and literature, drama, ethnography and ecology. San Jose, Costa Rica, is home base for the program. Midway through the semester students spend two weeks with rural farm families.
Length of program: September-December
Prerequisites: Sophomore standing; one recent year of Spanish language
Credit: 4.5 term courses
Application deadline: March 15

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES *

One of America's great research libraries provides the setting and materials for this program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examination of a selected topic or historical period, aided by the privilege of full access to the Newberry Library's million volumes and four million manuscripts. In addition to the semester-length fall program, students may enroll in short-term (three week) seminars on selected topics during the spring, or may pursue independent study, under the direction of faculty members from their own colleges, for any time period suitable to their needs.
Length of program: September-December
Prerequisites: Junior standing
Credit: 4.5 term courses. Credit for short-term seminars and Independent Study determined after consultation with program advisor.
Application deadline: April 15 for fall semester seminar. December 1 for short-term seminars.

RESERVE OFFICERS TRAINING CORPS

ROTC, a two- or four-year program whereby the student may receive a second lieutenant's commission upon graduation from college, is the largest single source of officers for the U.S. Army.

Participation is open to both men and women and provides an extra dimension to a college experience. Building on the academic growth from the courses of other departments, ROTC enables the college student to develop his or her executive ability. The curriculum is

unified by the theme of leadership and management and involves elements of other academic disciplines. Students are encouraged to interrelate learning and apply it in reflective thinking, goal-seeking and problem-solving. Freedom of inquiry, discussion and challenge is fundamental. The student who elects to participate in ROTC does so in addition to his normal academic pursuits. The usual requirement is that the student complete a prescribed ½ credit course offered by the Department each term and attend Leadership Laboratory practical exercises occasionally outside of the normal class time.

Classes are open to all full-time students whether or not they are enrolled as cadets. Students who complete the Basic Course sequence (see military department course listing) during the freshman and or sophomore years are eligible to apply for entry into the Advanced Course. Advancing sophomores who have not completed the Basic Course sequence may qualify for the Advanced Course by attending a six-week Basic Camp at Fort Knox, Kentucky, during the summer prior to the junior academic year. Students with prior military service or with military experience will be awarded appropriate placement and academic credit. During the summer following the junior year the cadet completes a six-week Advanced Camp at Fort Riley, Kansas, or the Ranger School in south Georgia. If qualified, the senior cadet may enroll in the ROTC Flight Instruction Program during which most students qualify for a private pilot's license. Attendance at the U.S. Army Airborne School is optional.

Upon graduation students are commissioned in the U.S. Army Reserve or the Regular Army and assigned to branches based on their undergraduate education, expressed preference, and the needs of the service. Active duty obligation extends from three months to three years based on the same considerations. The most highly qualified cadets may be designated Distinguished Military Students and commissioned in the career-oriented Regular Army.

ROTC uniforms, books and equipment are provided at no expense to

the student. Tangible benefits to all participants include payment of approximately $500 plus travel expenses for each summer camp attended, plus a taxfree allowance of $100 during each month of the last two school years. Further, cadets may apply for Army ROTC scholarships which cover full tuition, all books, lab fees, plus the above monetary payments.

For further information, see military department description and course listing.

URBAN EDUCATION

This Chicago program seeks to provide the student teacher illustrations of, and firsthand experience with, the learning problems peculiar to the urban child. Participants observe and student-teach in the metropolitan area's schools: public and private, elementary and secondary, urban and suburban. The program cooperates closely with additional contemporary approaches to learning (Montessori, Gestalt, open-classroom and others); placements for those interested in bilingual education, learning disabilities or special education may also be arranged. Students interested in non-teaching service-oriented professions such as counseling, social work or specific therapeutic occupations will find the practical experience of great value.

Length of program: Semester Plan (September - December; January - May) or Terms I, II, or III.

Prerequisites: College requirements for student teaching (For applicants not seeking certification, individual arrangements can be made).

Credit: 3.5 term courses for term length; 4.5 term courses for semester length.

Application deadline: April 1 (fall and spring); November 1 (for additional openings in spring)

URBAN STUDIES *

The social forces which create and distort American cities - urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite - are all present in Chicago. Students' awareness of problems of urban life is heightened by seminars on urban issues and a core course which involves all students. Augmenting the formal curriculum are volunteer work assignments in which the students become actors in the institutional life of the city.

Length of program: September-December; February-May

Prerequisites: Sophomore standing

Credit: 4.5 term courses

Application deadline: April 15 for fall; November 1 for spring

WASHINGTON HOUSE

The Washington House program, initiated in 1967, allows approximately ten-fourteen students to spend the spring term in Washington, D.C. Each student takes three courses, Government in Action, American Studies, and an independent study course directed

by a faculty member of Monmouth College. The program takes advantage of the Washington setting for field trips, directed observation and library research. Qualified science students may have an opportunity to engage in research in the Smithsonian Institution. Students should have junior standing for admission to the program. Each year a number of students serve as interns in Congressional offices in lieu of the independent study requirement. Credit: up to 3 term courses.

WASHINGTON SEMESTER

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C., designed to bring superior students into contact with source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is sixteen weeks in length, and junior standing is required for admission.

Credit: 3 term courses normal (possible to take one extra course for 1 additional term credit).

WILDERNESS FIELD STATION

The boundary Waters Canoe Area of northern Minnesota serves as a summer classroom for courses in Botany, Field Invertebrate Zoology, Field Vertebrate Zoology or Environmental Biology (a course for non-science majors). Students explore the roadless wildnerness on foot and by canoe, collecting and classifying specimens and pursuing individual research projects.

Length of program: June-July or July-August

Prerequisite: One college biology course or its equivalent (none for Environmental Biology)

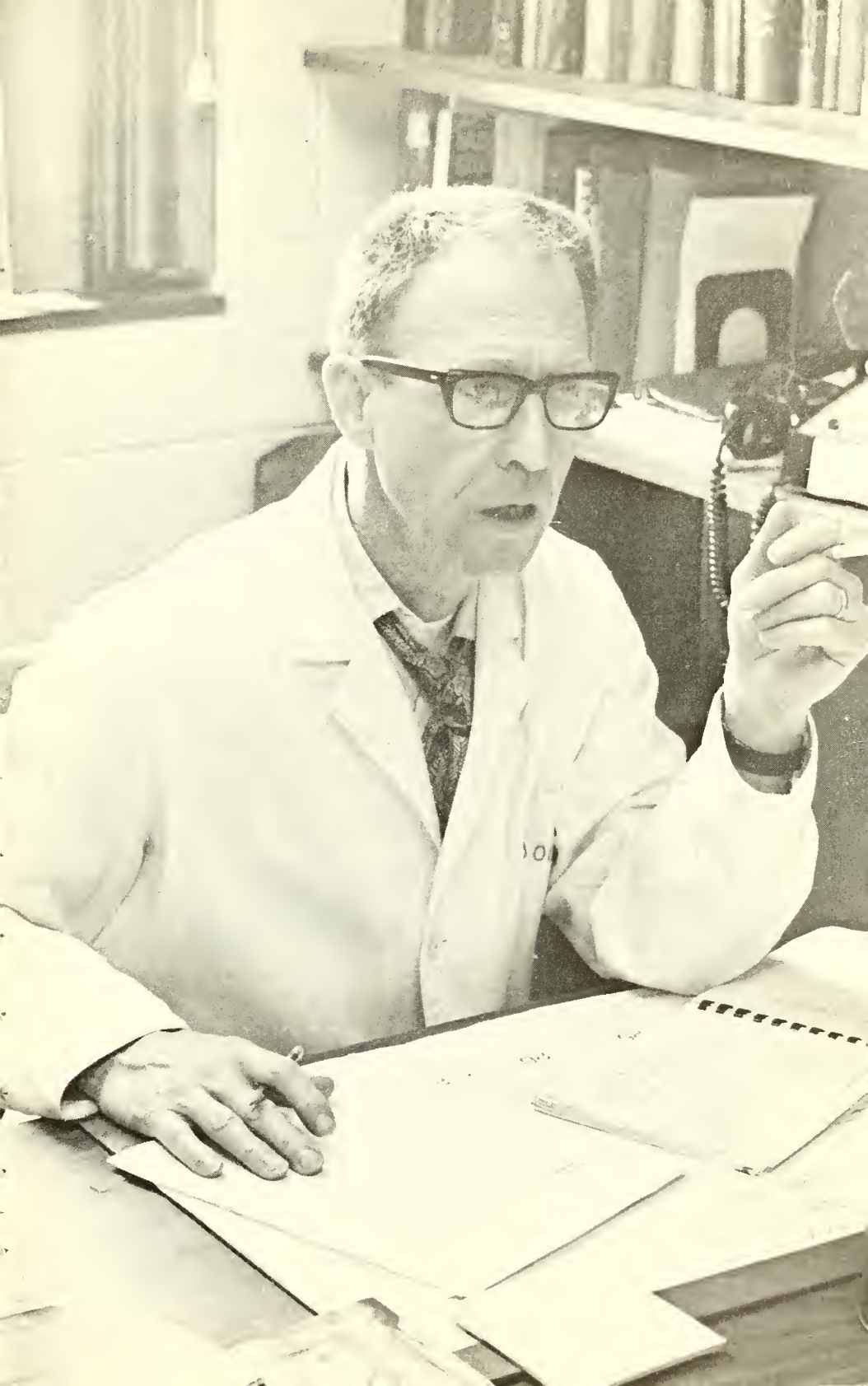
Credit: One term course per term up to a maximum of two term courses for both terms.

Application deadline: February 21

WINGSPREAD FELLOWS PROGRAM*

Each year twelve ACM freshmen are selected to participate in this program, co-sponsored by ACM and the Johnson Foundation. As Wingspread Fellows they attend a number of conferences - often in the company of national and world leaders - devoted to topics of historical or contemporary concern. The conferences are usually held at Wingspread, the Johnson Foundation's conference center in Racine, Wisconsin.

* PROGRAM OF THE ASSOCIATED COLLEGES OF THE MIDWEST. ALL ACM PROGRAMS ARE GRADED ON A REGULAR GRADE BASIS (EXCEPT URBAN STUDIES WHICH IS GRADED ON AN S/U BASIS) AND INCLUDED IN GRADE POINT AVERAGE CALCULATIONS.



Pre-professional Programs

The liberal arts education provides a good foundation for professional and graduate study. The Monmouth program allows students to concentrate in a field closely related to their specific interests while offering an opportunity to gain a broad, general education. Many graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal arts education as a preparation for advanced study.

CAREERS IN HEALTH CARE

MONMOUTH COLLEGE - RUSH UNIVERSITY 2-2 MEDICAL TECHNOLOGY PROGRAM

I. Recommended High School Curriculum

A college preparatory high school curriculum is required which includes depth in mathematics and one unit each in biology and chemistry. A course in physics is strongly recommended. Additional college courses may be required if the high school curriculum is deficient.

II. Admission to Medical Technology Program

1. Admission to Monmouth College constitutes **only provisional** admission to the Rush Medical Technology Program.
2. The student must report his or her initial enrollment in the pre-health curriculum at registration time.
3. The **Intent to Register at Rush University** form must be completed during the Winter Term of the sophomore year. This form must be signed by the Monmouth College Registrar and the Chairperson of the Health Careers Committee.
4. The student must fulfill the required Pre-Health Curriculum objectives and demonstrate suitability for a health career as determined by the Monmouth College Health Careers Committee.
5. The student must obtain the recommendation of the Monmouth College Health Careers Committee for matriculation to Rush.
6. The **Health Record Form** must be submitted to Rush University after receiving formal notification of acceptance from Rush.

III. Curriculum

Pre-Health Curriculum at Monmouth College

A minimum of 18 term credits is required for which a cumulative grade-point average of 2.5 is achieved. The Monmouth College distribution requirements must be fulfilled and a grade of C or above must be obtained in each of the following eleven required courses.

Biology 101	College Biology
Biology 217	Human Anatomy and Physiology
Biology 314	Bacteriology

Chemistry 111	Introductory Chemistry 1
Chemistry 112	Introductory Chemistry 11
Chemistry 231	Introduction to Analytical Chemistry
Chemistry 211	Organic Chemistry 1
Mathematics 106	Elementary Statistics

One introductory psychology course (Selected from the following three: Psychology III, Psychobiology and Conditioning; Psychology 121, Human Intelligence, Thought and Memory; Psychology 131, Personality and Social Behavior)

Sociology 102	Social Problems
Sociology 227	Contemporary Perspectives on Health

Completion of these specified courses will fulfill the distribution requirements in Natural Sciences and Mathematics and in Social Sciences and History. The seven additional courses are selected according to each student's interest but three must fulfill the Language and Communication requirement and the remaining four must fulfill the Humanities and Fine Arts requirement. If a physics course has not been taken in high school, Physics 121 and 122 (Introduction to Physics) is recommended.

Transfer students should present a grade average of B or better for all work done at other colleges, and must fulfill all of the objectives of the pre-health curriculum as determined by the Monmouth College Registrar and Health Careers Committee. The degree residency requirement of three courses per term for each of the last three terms of enrollment at Monmouth must also be fulfilled.

Upper Division Study at Rush University

Two academic years of study each consisting of three quarters (fall, winter, spring) are taken on the Rush University campus. Consult the Rush University College of Health Sciences Bulletin for details. A student is guaranteed entry into upper division study by an agreement between Monmouth College and Rush University providing the admission requirements are met.

IV. Degrees Granted and Professional Status

Upon successful completion of the upper division study the student receives the B. A. degree with a topical major in medical technology from Monmouth College and a B. S. degree with a major in medical technology from Rush University. Graduates are eligible to write the examination for medical technology of the Board of Registry of the American Society of Clinical Pathologists. Graduates successfully completing this examination are designated Medical Technologists with ASCP certification and permitted to use the title MT (ASCP) and to wear the registry insignia.

The Rush University School of Medical Technology is approved by the American Medical Association Council on Medical Education and

accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

MONMOUTH COLLEGE - HOSPITAL SCHOOL 3-1 PROGRAM IN MEDICAL TECHNOLOGY

I. General

The student spends three academic years of study in basic college courses followed by one year of clinical internship at a hospital's school of medical technology.

The standards of education for this program have been established by the American Medical Association's Council on Medical Education, the American Society of Clinical Pathologists (ASCP) and the American Society of Medical Technologists. Accreditation of the hospital schools is conducted by an agency of these organizations. Monmouth College has affiliation agreements with eleven accredited hospital schools of medical technology in Illinois. They are: The Grant Hospital of Chicago, Illinois Masonic Medical Center, St. Anthony Hospital, Veterans Administration Research Hospital, and Evanston Hospital, all in the Chicago area; Burnham City Hospital in Champaign, St. Anthony Hospital in Rockford, St. Mary Hospital in Quincy, St. John's Hospital in Springfield, St. Francis Hospital in Peoria, and Freeport Memorial Hospital in Freeport. The affiliation agreements do not guarantee admission for Monmouth College students. They do assure, however, that each eligible applicant's credentials will be reviewed and considered on its merits in competition with applications from students at other schools. There are many applicants for each available

position at all accredited schools and acceptance is highly competitive. Students desiring to attend a non-affiliated school and receive a Monmouth College degree in medical technology must secure prior approval from the Health Careers Committee.

II. Recommended High School Curriculum

A college preparatory high school curriculum is required which includes depth in mathematics and one unit each in biology and chemistry. A course in physics is strongly recommended. Additional college courses may be required if the high school curriculum is deficient.

III. Admission to the 3-1 Medical Technology Program

1. Admission to Monmouth College constitutes **only provisional** admission to the program.
2. The student must fulfill the required Pre-Clinical Curriculum objectives and demonstrate suitability for a career in a clinical laboratory as determined by the Monmouth College Health Careers Committee.
3. Each student should determine the specific curriculum recommendations and application procedures for each school of medical technology as soon as a decision to apply to that school has been made. Application may be required as much as a year in advance of matriculation.
4. The student's official transcript must be evaluated by the accrediting agency and upon approval, the student becomes eligible to apply to an approved school. Transcripts should be sent directly to the National Accrediting Agency for Clinical Laboratory Sciences, 222 South Riverside Plaza, Suite 1512, Chicago, Illinois, 60606. The charge for the evaluation is $10 plus $2 for each copy of the report sent to a school of medical technology.
5. The student must obtain the recommendation of the Monmouth College Health Careers Committee for matriculation to the chosen school of medical technology.

IV. Curriculum

Pre-Clinical Curriculum at Monmouth College

The minimum requirements for entry into the clinical internship are determined by the ASCP and must include the equivalent of 16 semester hours of credit in each of biological science and chemistry, a college level mathematics course, and three academic years of college credit. These requirements and those for a Monmouth College degree in medical technology are fulfilled by completing the following curriculum. A total of twenty-seven term credits must be completed for which a cumulative grade-point average of 2.5 is achieved. A grade of C or above must be obtained in the following eleven required courses:

Biology 101	College Biology

Biology 205	Lower Invertebrates
Biology 217	Human Anatomy and Physiology
Biology 314	Bacteriology
Chemistry 111	Introductory Chemistry 1
Chemistry 112	Introductory Chemistry 11
Chemistry 231	Introduction to Analytical Chemistry
Chemistry 211	Organic Chemistry 1
Mathematics 106	Elementary Statistics
Mathematics 103	Introduction to Computer Programming (one-third credit)
Sociology 227	Contemporary Perspectives on Health

The Monmouth College distribution requirements must also be fulfilled. Skills in oral and written communication should be stressed.

In addition to the above requirements, each student should pursue additional courses chosen from the following recommended ones:

Physics	One of the introductory course sequences
Physiology	Either Biology 311 or 312
Biology 213	Non-Vascular Plants
Biology 316	Genetics
Chemistry 212	Organic Chemistry 11
Chemistry 321	Biochemistry
Mathematics 141	Elementary Functions
Mathematics 151 and 152	Calculus 1 and 11

Transfer students should present a grade average of B or better for all work done at other colleges, and must fulfill all the objectives of the Pre-Clinical Curriculum as determined by the Monmouth College Registrar and Health Careers Committee. The degree residency requirement of three courses per term for each of the last three terms of enrollment at Monmouth College must also be fulfilled.

Clinical Curriculum at a School of Medical Technology

The final year of study consists of 11-12 months at a hospital's school of medical technology and includes both classroom and laboratory instruction. Typical subjects usually include medical microbiology, hematology, clinical chemistry, instrumentation including automation and quality control, immunology, serology, blood-banking, urinalysis, mycology, and parasitology. The exact curriculum can be obtained from each of the schools.

V. Degree granted and Professional Status

Upon successful completion of the Clinical Curriculum the student receives the B. A. degree with a topical major in medical technology from Monmouth College. Graduates are eligible to write the examination for medical technology of the Board of Registry of the

ASCP. Graduates successfully completing this examination are designated Medical Technologists with ASCP certification and permitted to use the title MT (ASCP) and to wear the registry insignia.

MONMOUTH COLLEGE - RUSH UNIVERSITY 2-2 NURSING PROGRAM

I. Recommended High School Curriculum

A college preparatory high school curriculum is required which includes depth in mathematics and one unit each in biology and chemistry. A course in physics is strongly recommended. Additional college courses may be required if the high school curriculum is deficient.

II. Admission to Nursing Program

1. Admission to Monmouth College constitutes **only provisional** admission to the Rush Nursing Program.
2. The student must report his or her initial enrollment in the pre-health curriculum at registration time.
3. The **Intent to Register at Rush University** form must be completed during the winter term of the sophomore year. This form must be signed by the Monmouth College Registrar and the Chairperson of the Health Careers Committee.
4. The student must fulfill the required Pre-Health Curriculum objectives and demonstrate suitability for a health career as determined by the Monmouth College Health Careers Committee.
5. The student must obtain the recommendation of the Monmouth College Health Careers Committee for matriculation to Rush.
6. The **Health Record Form** must be submitted to Rush University after receiving formal notification of acceptance from Rush.

III. Curriculum

Pre-Health Curriculum at Monmouth College

A minimum of 18 term credits is required for which a cumulative grade-point average of 2.5 is achieved. The Monmouth College distribution requirements must be fulfilled and a grade of C or above must be obtained in each of the following ten required courses.

Biology 101	College Biology
Biology 217	Human Anatomy and Physiology
Biology 314	Bacteriology
Chemistry 111	Introductory Chemistry I
Chemistry 112	Introductory Chemistry II (spring term)
Mathematics 106	Elementary Statistics

One introductory psychology course (selected from the following three: Psychology 111, Psychobiology and Conditioning; Psychology 121, Human Intelligence, Thought and Memory; Psychology 131, Personality and Social Behavior)

Psychology 231	Developmental Psychology
Sociology 102	Social Problems
Sociology 227	Contemporary Perspectives on Health

Completion of these specified courses will fulfill the distribution requirements in Natural Sciences and Mathematics and in Social Sciences and History. The eight additional courses are selected according to each student's interest but must include three which fulfill the Language and Communication requirement and four which fulfill the Humanities and Fine Arts requirement. If a physics course has not been taken in high school, Physics 121 and 122 (Introduction to Physics) is recommended.

Transfer students should present a grade average of B or better for all work done at other colleges, and must fulfill all the objectives of the pre-health curriculum as determined by the Monmouth College Registrar and Health Careers Committee. The degree residency requirement of three courses per term for each of the last three terms of enrollment at Monmouth must also be fulfilled.

Upper Division Study at Rush University

Two academic years of study each consisting of three quarters, (fall, winter, spring) are taken on the Rush campus. Consult the Rush University College of Nursing Bulletin for details. A student is guaranteed entry into upper division study by an agreement between Monmouth College and Rush University providing the admission requirements are met.

IV. Degrees Granted and Professional Status

Upon successful completion of upper division study the student receives the B. A. degree with a topical major in nursing from Monmouth College and a B. S. degree with a major in nursing from Rush University. Graduates are eligible to take state licensing examinations. Those passing the examinations are permitted to practice in the respective state and to identify themselves as registered nurses, using the initials R. N. after their names.

The Rush University College of Nursing is accredited by the National League for Nursing and the North Central Association of Colleges and Schools. It is approved by the Illinois Board of Registration and Education.

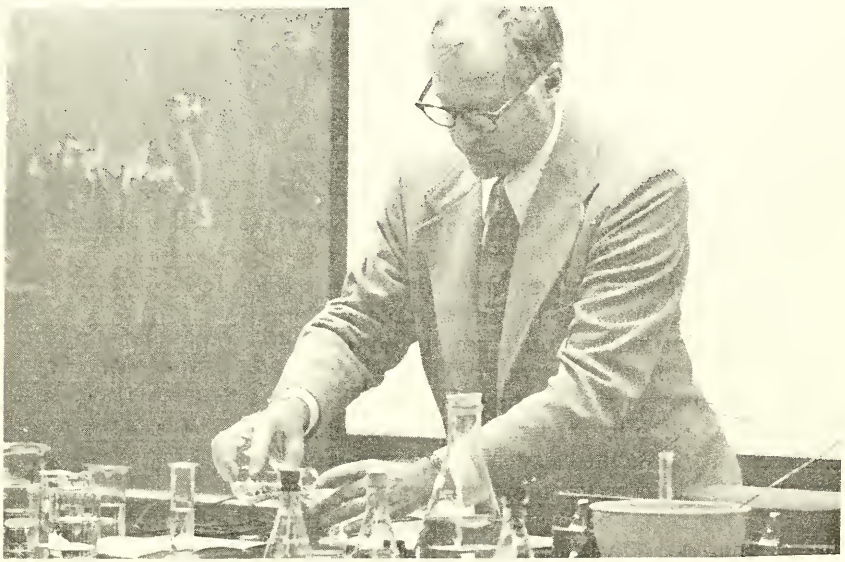
HOSPITAL AND HEALTH CARE ADMINISTRATION

A student preparing for a career in hospital or health care administration will develop proficiency in the area of management with particular emphasis on accounting and finance. In addition to these basic areas, he or she will develop the quantitative tools of management, a knowledge of computer use and an understanding of the personnel area. Work will also be done in the social, psychological and legal perspectives of health and hospital care administration.

Capstone of the program is an internship in a hospital working directly on health and hospital problems with the administrator or an officer in a specialized field of the student's choice.

DENTISTRY

Dental schools have varying requirements for admission, but normal emphasis is placed on a strong background in the sciences--biology, chemistry, physics and math. Monmouth College offers all the courses required by the various schools. Students should familiarize themselves with the course requirements and academic standards of those dental schools to which they plan to apply. In addition to the sciences, students interested in dentistry need to develop a good background in a variety of social sciences and humanities. Pre-dentistry students are advised by faculty who keep well-acquainted with qualifications of entrance into dental schools.



Weekly chemistry colloquium programs feature guest lecturers from industry and other colleges and universities.

MEDICINE

Although specific requirements for each medical school vary, the minimum science requirements for admission to most medical schools are listed as: 1 year of biology, 2 years of chemistry, and 1 year of physics. In order to handle the mathematical concepts inherent in modern science, a strong background in mathematics is recommended for medical school preparation. Medical schools also wish strong preparation in the humanities and social sciences.

Biology and chemistry majors fulfilling the departmental

requirements at Monmouth meet the course requirements for admission to medical school with the modest additions to their science programs suggested by the minimum requirements above. The program of study for each student is planned in consultation with faculty members in consideration of current medical school requirements.

COMMUNICATIONS

After receiving a B. A. degree, students can usually obtain an M. A. in Communications after one year of concentrated study at a major university. Students interested in communications careers may declare a topical, divisional or departmental major. Course offerings in the English, psychology and speech-communication arts departments are particularly helpful. The weekly campus newspaper, the **Oracle**; the literary magazine, the **Wells Elevator**; the yearbook, the **Ravelings**; the campus radio station, WMCR; theatre arts; forensic activities in debate, discussion and extemporaneous speaking offer ample opportunity for students to gain practical experience.

ENGINEERING

Monmouth College is affiliated with Case-Western Reserve University, the University of Illinois and Washington University in St. Louis in a joint five-year program of engineering education. The plan calls for three years of liberal arts study at Monmouth followed by two years of engineering work at one of these institutions. On completion of the five-year program, the students will receive degrees from both Monmouth and the engineering school.

This program with the three years' experience at a liberal arts college offers the student a significantly broad intellectual background. It gives the student an opportunity to develop into an engineer better prepared to assume the responsibilities of leadership in contemporary

society as a result of having a richer background in the humanities and social sciences. This is recognized by most industrial employers who find many conventionally trained engineers ill-equipped for the broader responsibilities of top management.

LAW

The major field for the student planning to enter law school can be quite varied, but the students should prepare themselves in communication skills and understanding of human institutions and values. Courses in economics, government, philosophy, psychology, sociology, and speech are recommended.

LIBRARY SCIENCE

After receiving the B. A. degree, a student may qualify for a library science degree with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. There are opportunities for students with an interest in library science to work in the Monmouth College Library.

MINISTRY AND CHRISTIAN EDUCATION

The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentration in philosophy, religion, history, English, sociology or psychology is acceptable, and some knowledge of Greek is a valuable asset.

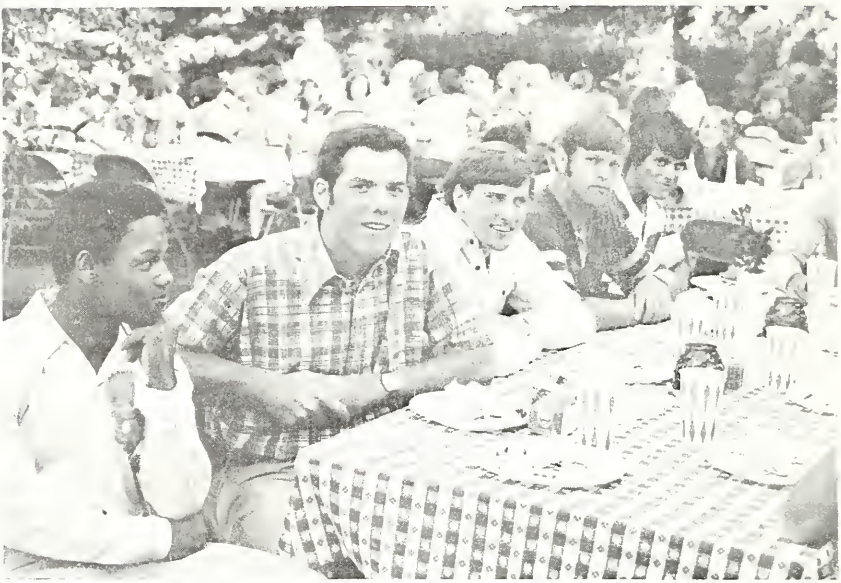
Monmouth's program for training of church education assistants has value for students who are preparing for service in the field of Christian Education. The program includes general liberal arts requirements in humanities, social sciences, physical sciences and mathematics and courses in education, psychology, religion, and music.

TEACHING

Teacher preparation programs have been designed to implement the objectives of Monmouth College and also to meet the general and professional education requirements of the Illinois State Teacher Certification Board. The programs provide students preparing to teach in elementary and secondary schools with opportunities to develop attitudes and behaviors needed to become effective teacher-scholars. The programs allow for development of breadth through the general education component, depth through the professional courses.

Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account their subject interests, personal aptitudes, and desire to qualify for various teaching preparation programs. Special study programs, one of which is the Urban Education Program of the Associated Colleges of the Midwest, offer special opportunities to the Monmouth student. Other programs may be started at Monmouth and completed in graduate school. (See Education department for more specific information concerning the teacher education program.)

Student Life



A Monmouth education is an individual experience, the breadth and extent of it limited only by the student's willingness to choose to learn from a broad range of major fields of study, independent programs, work experiences, volunteer programs, internships, off-campus programs and a broad array of social and cultural opportunities.

Students are encouraged to make commitments, define goals, and develop competences to enable them to choose wisely and to take initiative in directing their own and their society's destiny. At Monmouth, one purpose of education is to help each one experience more keenly and feel more deeply in order to gain self-fulfillment and wisdom to see that his own fulfillment is intricately involved with the general welfare of others.

Diversity and individuality, both in the student body and the academic program, are a part of Monmouth's purpose also. Monmouth students, all part of a community of learners, come from 32 states and 7 countries. Students have a variety of economic and sociological backgrounds including a wide array of religious affiliations. Monmouth students are encouraged to be tolerant, to seek understanding and to develop abilities to make informed and responsible decisions characterized by reason and imagination, insuring freedom and the dignity of man.

All members of the Monmouth College community share in the responsibility for the development and respect of conditions that encourage this freedom to learn and develop. The governance structure is designed to encourage candid and reasoned evaluation of academic, administrative and social issues.

GOVERNANCE

Monmouth's system of governance basically involves three bodies who work together to make decisions regarding the nature and operation of the College.

The Monmouth College Senate. The Senate of Monmouth College is the ultimate authority of the corporation and is the final authority in the management, conduct and control of college matters. The body is composed of not fewer than 18 nor more than 33 directors, together with 9 trustees. Senate members come from widely varied geographical areas and represent a broad range of occupations and professions. Three students serve in an advisory capacity to the College Senate. Their participation insures student voice on the highest governing board of the college.

The Faculty. As stated in the charter of Monmouth College, the faculty has the power to ordain, regulate and establish the courses and modes of instruction to be pursued, and has the power to adopt and enforce such rules and regulations as are deemed expedient for the government of the institution. Through its committee structure, the faculty intensively investigates and discusses for the purpose of formulating and implementing policies. Students participate as voting members on all standing committees unless the statute charging that committee specifically excludes student membership.

The Student Association. The Student Association is the body politic of Monmouth College students. Its executive officers, elected representatives, committees and boards, govern and promote student activity and involvement in the college in accordance with the constitution and by-laws of the Association.

The Student Senate, made up of the executive officers and elected student representatives, is the chief representative body of the students. The Student Senate presents the opinions and wishes of the students directly to the faculty, administration, and the college senate through their direct participation on virtually all college committees.

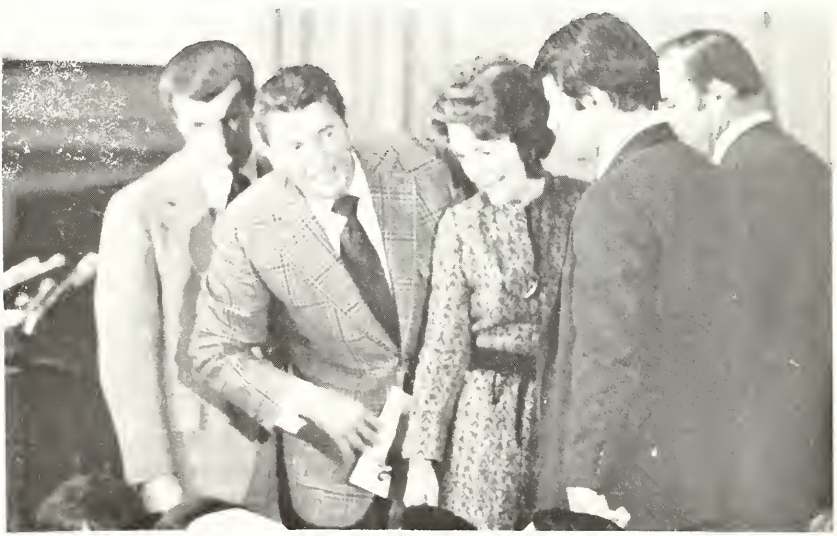
Rights and Responsibilities. The maximizing of individual freedom within a context of social responsibility characterizes life at Monmouth. The **Student Handbook** describes the rights students enjoy as members of the college community and also reflects the responsibilities they share individually and collectively toward one another to insure the maintenance of the college's residential and educational community, the protection of property, the safety of individuals, the legal status of the college, and the protection of the rights of the community members.

Monmouth considers it very important that students learn to exercise good judgment and assume responsibility for self, others, and the community. Every student is responsible for knowing the contents of the **Student Handbook.**

COMMUNITY ACTIVITIES BOARD

One of the major responsibilities of the Student Senate is to allocate student activity fee funds to various student groups. The Community Activities Board (CAB) is one organization which receives such fees. The CAB is a group of students who plan concerts, films, coffee house programs, lectures, exhibits, and other entertainment for students. These activities are as diverse as the Monmouth students. During the last two years activities on campus have included:

Ronald Reagan
Betty Friedan
Governor Dan Walker
U.S. Postmaster General Benjamin Bailar
Amazing Randy
Cornelius Green
Archie Griffin
Madelyn Manning Jackson
Bob Richards
"Feelin' Good"
Corky Siegel
Governor James Thompson
Sugar Loaf and Heartsfield
Ted Nugent and the Amboy Dukes
Eugene Callendar
Dr. Loren Reid
Congressman Tom Railsback
Dr. Ernest Gordon
National entertainment through Coffee House Circuit program



Mr. and Mrs. Ronald Reagan visit the Monmouth campus during the 1976 presidential campaign.

In addition concerts are given by local faculty and student groups. Art exhibits, traveling art shows and craft demonstrations also appear on campus. Monmouth's music and theatre departments regularly sponsor a broad range of concerts and theatrical productions.

The area surrounding Monmouth offers a wide range of recreational opportunities that include tennis courts, an 18 hole golf course,

baseball diamonds, bowling lanes, the Mississippi River and several film theatres.

COMMUNITY ORGANIZATIONS

Opportunities for student involvement in campus organizations are many and varied.

Honor societies are in abundance at Monmouth College. In addition to national freshman honoraries, upperclass honoraries such as Mortar Board for seniors and Beta Beta Beta, national honorary biology fraternity, have chapters on campus. Other examples are Eta Sigma Phi (classics), Psi Chi (psychology), Pi Gamma Mu (social science) and Blue Key (service and scholarship).

A variety of fine arts organizations include Crimson Masque, the college dramatic society. Musical organizations include the Chamber Choir, the Monmouth College Highlanders, the Sound of Five, the Jazz Band, small instrumental and vocal ensembles, the Concert Choir and the Wind Ensemble.

Some other organizations on campus include the Association of Women Students, International Club, Black Action and Affairs Council, "M" Club (for letter winners in varsity sports), Pre-law Society, and the Fellowship of Christian Athletes.

Four national social sororities and six national fraternities are represented on the Monmouth campus. The fraternities are Alpha Tau Omega, Sigma Alpha Epsilon, Sigma Phi Epsilon, Tau Kappa Epsilon, Theta Chi, and Zeta Beta Tau. Each fraternity has an individual chapter house. The four sororities, Alpha Xi Delta, Kappa Delta, Kappa Kappa Gamma, and Pi Beta Phi, do not have individual chapter houses, but jointly use Marshall Hall, where they maintain chapter rooms. Approximately one-third of the student body are members of fraternities and sororities.

VOLUNTEER EDUCATIONAL EXPERIENCES

The Monmouth College Community and the city of Monmouth have, for many years, enjoyed a fine relationship. Much of this is due to the support of civic programs by the College and by continuing support of the College by the citizens of Monmouth.

Possibilities for volunteer service and rewarding educational experiences in the Community and the Monmouth area are many.

Warren Achievement Center provides students opportunities to work in a variety of social service programs including facilities for mentally handicapped children and adults and community programs for the aged and culturally handicapped.

Applegate Inn Nursing Home offers an opportunity for students to aid in meeting the needs of the elderly, whether it be writing letters, reading, or entertaining.

Jamieson Center is a place where students are fully appreciated by staff and participating youngsters. Much can be done by students who

wish to work and become involved with socially deprived children.

The Y.M.C.A. offers a stimulating recreational program where college students are active in coaching, instructing and management.

The Boy Scouts and the Girl Scouts rely on college students for leadership and counseling.

Achievement Industries has a great need for volunteers to aid and assist in the instructing of handicapped adults who are learning a job.

The American Red Cross Bloodmobile calls upon the college community each year to be responsible for meeting their monthly quota. The students organize this visit and receive good support.

Churches provide many opportunities to work in the church structures in Monmouth. Many churches depend upon the college students to be choir directors, pianists, organists, soloists and to help with various youth groups.

Public Schools welcome students who wish to act as student aids, help with tutoring or assist with remedial reading.

Fund Drives. Many major fund drives are supported by Monmouth College students. They offer their services for the Heart Fund, the Cancer Fund, CROP, Special Olympics, and other charitable drives.

Communications. Students have broad opportunities to develop applied skills in the rapidly developing field of communications. The student-owned and operated radio station **WMCR** has given many students the opportunity to develop professional skills and to find immediate job placement. For others it has been a way to apply knowledge gained in electronics, English, music, and government classes. The student-owned and operated newspaper, **The Oracle,** gives students these same opportunities. In addition, students have the opportunity to work on the yearbook, **The Ravelings,** the literary magazine, **Wells Elevator** and also develop skills in audio visual equipment, including closed circuit TV.

Audio-Visual Services. An integral part of educational technology and a career area in communication specialization, audio-visual services on campus is a department offering both communication equipment advice and experience in the areas of photography (still and motion picture with sound adaption), drawings, lettering, copies, transparencies, graphs, posters, video-taping, audio-recording (with sound on sound, sound with sound, echo effects, dubbing, synchronization, mixing of multiple sound sources), sound reinforcement, multi-media systems. Services of the audio-visual department, its director and staff, are available to faculty members and students preparing communication projects for class assignments, special projects, individual study, independent study and campus activities.

ATHLETICS AND RECREATION

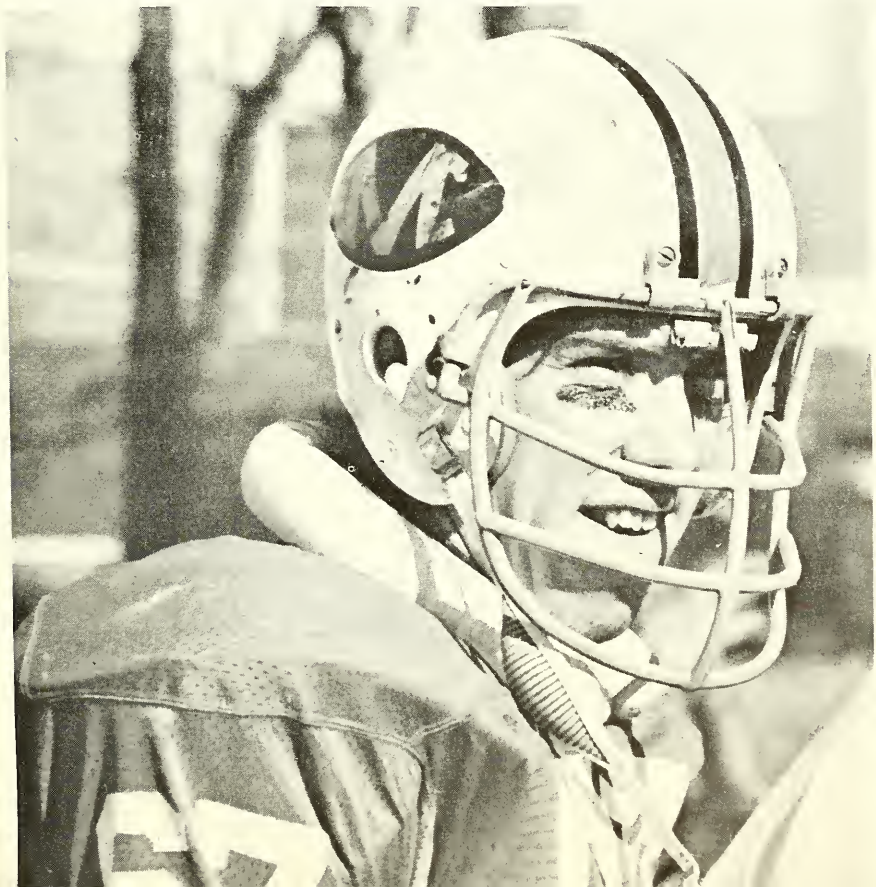
Monmouth is a member of the Midwest Intercollegiate Athletic

Conference, which maintains competition at the varsity level among 11 of the institutions in the Associated Colleges of the Midwest. Monmouth's "Fighting Scots" battle in ten varsity sports: football, cross country, basketball, swimming, wrestling, baseball, track, golf, soccer and tennis. Freshmen are eligible to compete in all varsity sports. Monmouth has a proud record of support for its athletic teams. Approximately one of every six men participates in intercollegiate athletics.

The Women's Sports Program includes competition in basketball, softball, tennis and volleyball with other Illinois universities and colleges.

The Intramural Sports Program provides an opportunity for every student to participate in some type of competitive sports activity as regularly as his or her interest, ability, and time will permit. Students representing dormitories, fraternities, sororities, and independents are organized into teams competing for trophies and awards. Activities include tennis, volleyball, cross country, table tennis, wrestling, swimming, basketball, bowling, handball, billiards, track, badminton, golf, softball, archery, and decathlon.

Lighted tennis courts are available on campus.



RESIDENT LIFE

At Monmouth College, living in one of the residence units offers opportunity for personal growth, intellectual development, social interaction and involvement through active participation. There is a wide variety of living styles from which to select, and students working with the Community Life Committee maintain and review this breadth of choices. Within each living unit, which is self-governed by the students, a small micro-community is developed which works toward individual growth and the development of a rational, effective and humane learning community. The Dean of Students Staff works with and supervises the staff of each of the living units.

Gibson Hall is constructed in a series of quads (four double rooms) around a shared bath with private outside entrances to each student room. Students living in Gibson have unlimited guest visitation. Quads for men and quads for women are available in Gibson for upperclass students only.

Winbigler Hall for men is built in the traditional residence hall style with a comfortable lounge and TV room. It is carpeted to eliminate excessive noise. Winbigler residents also have unlimited guest visitation hours and students living there must be 18 or have parental permission. All room furnishings are movable.

McMichael Hall for freshman women features large rooms, wash basins in the rooms, large closets, high ceilings, carpeted lounges and proximity to the Student Center, dining room and classroom buildings. All furniture in student rooms is movable and room decor is almost limitless. McMichael has a restricted visitation policy.

Liedman Hall has eliminated the long corridor effect of the more traditional centers. The twenty-four women on each floor live in double rooms or suites of four surrounding a floor lounge, bathrooms, and extra storage closets. The furniture in the rooms is of modern design and largely "built-in" for efficiency. There is also a large recreation room in the basement to provide for group social events. Liedman has unlimited guest visitation hours and women living there must be 18 years old or have parental permission.

Cleland Hall for freshman men is built in towers. It features modern design and lounges in each wing that are adequate to serve as living rooms or entertaining areas. The room furniture is "built-in" for efficiency and maximum utilization of space. The recreation room, located in the basement provides an area away from student rooms for social functions. Cleland Hall has a restricted visitation policy.

The Fraternity Complex, opened in 1966, houses 3 of the 6 national fraternities on campus. The other fraternities maintain houses adjacent to the campus.

The latest statement on housing, as established by the Senate of the college, and consistent with the residential college concept, is that all students must live on campus, except for those who are married or

living with their immediate families in the Monmouth area.

Each Spring, returning students sign up for rooms based on their preference. New students are sent housing request forms during the summer months which describe housing available. Every attempt is made to honor students' living unit preferences.

Each residence hall has a head resident and several resident assistants. In addition, a Residence Hall Council is elected for each unit. The Residence Hall Council and the residence hall staff work together in helping residents to find satisfying individual and collective life styles which stay within the guidelines as stipulated in the **Student Handbook.**

All residence units are locked at 11:00 p.m. on weeknights and 12:00 p.m. on weekends. Each resident, however, is provided with a key allowing him access at all times.

Students of legal age are permitted the use of alcoholic beverages within the privacy of their own rooms. Alcoholic beverages are not permitted in public places or at public events. The College also adheres to state and federal laws in regard to the use of other drugs.

Students are permitted to bring motor vehicles to campus after proper registration.

Dining--Most students dine in the Student Center Dining Room. Students living in the Fraternity Complex have their private dining facilities as do two of the three fraternities who maintain their own living units.

Private dining rooms are available for special occasions in the Student Center. All resident students are required to take their meals on campus.

THE CAMPUS

Monmouth's campus residence units are conveniently arranged so the student can walk to any other campus building within a few minutes. Graceful residences surround the campus, which is only a ten minute walk from the local theater, shopping district, and public library.

For over sixty years students at Monmouth College have prepared for the demands of modern society in **Wallace Hall,** the main academic building on the campus. It contains classrooms, faculty offices, faculty and student lounges, the computer center, a language laboratory, and study carrels.

The **Hewes Library,** completed in 1970, is fully carpeted and air-conditioned. It provides great variety of study space including individual study carrels, seminar rooms, lounge areas, and a reading terrace for outdoor study during warm weather. Each year the faculty, students, and library staff select materials to enrich the collection which now totals 165,000 volumes. More than 800 American and foreign periodicals are currently received, and the library has been a partial depository for U.S. governments documents since 1860.

To provide rapid interlibrary service, the library is linked by teletype with other ACM libraries, with a periodical bank in Chicago, and with the Illinois Library Network. In addition, Monmouth participates in a shuttle service which delivers materials between local area colleges and public libraries.

Open access to materials and a liberal term loan policy encourage students to make use of the collection. Librarians are available during most of the hours the library is open to assist students in finding the materials they need.

The Haldeman-Thiessen Science Center contains lecture rooms, laboratories for biology, chemistry, geology, physics, and psychology, faculty offices and a science library room. The building is constructed with laboratories and lecture rooms radiating from the center utility core.

McMichael Academic Hall was formerly the science building but now houses economics, business administration and education.

Carnegie Hall contains the Student Development Offices, the student bookstore, the student newspaper office, as well as space for special projects and classes.

The **College Auditorium** is used for all major lectures, musical and religious events. **Austin Hall,** home of the music department, contains practice rooms, classrooms, record and music library, and faculty offices. Located on the east side of the campus is the **Art Center,** with library, foundry, gallery, as well as painting, drawing and print-making studios. College theatrical productions are held in the **Little Theatre.**

The Monmouth College **Student Center** is a center for all members of the college community, providing social, recreational and cultural

activities. A snack bar, coffee house, billiard room, bowling alley, radio station, dining room, conference rooms and lounge areas characterize the building physically. Student Association, **The Ravelings,** the Director of Auxiliary Services, and Food Service offices are in the Center.

The activities of the Center are channeled through the Community Activities Board, composed of both faculty and students. Many students serve on committees which operate the Center.

STUDENT DEVELOPMENT SERVICES

The Student Development staff is committed to foster through efforts of personal contact, skills, services, programs, residential living, and personal example, a community that is responsive to each person's needs of importance, purpose, community and caring. The people and services are here to help the student design the most meaningful experiences in his or her life.

Counseling and Career Development Starting with orientation in the fall, there is an emphasis upon helping each student develop educational and vocational goals. A faculty member is assigned as an adviser based on the student's initial college major interest. Students may change advisers at any time through initiating a request with the Registrar.

A college counseling service is available to all students to help them deal effectively with concerns about self-education, relationships with others, sexuality, study habits, home problems, etc. Members of the student development staff and residence hall staffs are also available for consultation. The development of confidence in self and the establishment of independent resourcefulness in life planning are important parts of education.

For the benefit of all students seeking to determine educational and career goals, the Career Development Office provides a variety of services.

Students are provided assistance individually, in special group meetings, and through publications. As an adjunct to pre-enrollment achievement testing, interest surveys and personality inventories are administered to assist students in arriving at realistic career and educational goals.

Materials for self-help in career planning include a large collection of recorded career interviews, including a number made by alumni, and a vast collection of books, brochures and pamphlets describing careers and companies.

Students contemplating graduate study are offered assistance in applying for graduate school acceptance and financial aid. A large collection of catalogs of graduate and professional schools is available.

Placement services are also provided by the Career Development Office which includes establishment and maintenance of centralized, cumulative professional credentials and resumes, coordination of on-campus job interviewing, and the publication of job information.

Health Center Monmouth College maintains a campus nursing service and liaison with the Community Memorial Hospital and local physicians. A registered nurse is on duty during the day for referral and emergency treatment.

Medical advice by the staff and non-prescription medicines are available without charge at the Health Center.

Students are advised to ensure that they are covered by their family's health and hospitalization protection plan or have their own individual plan. A supplementary insurance program is available to students at a small charge.

A pre-entrance physical examination by a physician is required as a part of each student's enrollment requirements.

Financial Aid A director of financial aid helps students to meet their financial obligations. In addition to loans and scholarships, students may arrange, through this office, campus employment. Details of financial aid are found elsewhere in this catalog.

Religious Life Throughout its history, Monmouth College has maintained a close affiliation with the church of its founders, today the United Presbyterian Church in the U.S.A. The college affirms that it is important for people to have a faith upon which they base their lives. While not attempting to intrude on a student's beliefs, the College accepts the responsibility of challenging each student to explore the spiritual dimensions of life.

Through a variety of programs, including worship services on campus, spiritual retreats, field trips and church visitations by student groups, the religious life of students is stimulated and enriched.

The College actively supports cooperative endeavors in ecumenical programs and brings religious leaders of many faiths to the campus to speak in a worship setting, conduct seminars, lecture in classes, counsel students and contribute to a better understanding of religious belief and a deeper appreciation of the value of religious life.

Art

HARLOW B. BLUM, Associate Professor, Chairman
GEORGE L. WALTERSHAUSEN, Assistant Professor
G.E. BOONE, Lecturer
KATHARINE P. BOONE, Lecturer
NANCY A. JONES, Lecturer
GREGORY B. PIEPER, Lecturer

The art department offers studio, art history, art education, special topics, independent study, and interdisciplinary courses. A portfolio shall be maintained by each art major, usually culminating in a senior exhibition. The portfolio may include not only representative art work but any other means of indicating personal concern such as recordings, photographs, and journals. To foster the artistic community, the art department sponsors a variety of programs featuring guest artists, lecturers, films and gallery critiques. The gallery program focuses on works by students, faculty and special exhibitions.
DEPARTMENTAL MAJOR: At least ten term courses chosen from the areas of studio and art history in consultation with the departmental staff to include the following: Three art courses at the 100 level, four courses at the 200 level, two courses at the 300 level, and the Senior Art Seminar. Students planning graduate study should take at least three courses in art history. The department encourages students interested in art education to take Art 101 and Art 211. Art 341, Secondary Art Education Methods, is required for students planning to teach in the secondary schools. Additional requirements for the teacher preparation programs in elementary and secondary art are listed under the education department.

101. Introductory Art Workshop.

The basic freshman level art course with the primary areas of concern approached through slide-lecture, film and studio. The focus of the course will be on understanding the relationships between the idea and plastic forms. The program in studio art is oriented toward continuing growth and develpment in a variety of media according to the interests of the individual. Intensive foundation courses in techniques prepare the student for early responses to art problems and individual expression.

161, 162, 163, 164, 165, 166. Foundation Courses.

Basic techniques of Drawing (161), Painting (162), Printmaking (163), Sculpture (164). Offered twice each year. Photography (166) offered once each year. Filmmaking (165) is offered in alternate years. These courses may be taken for ½ or 1 full credit. At ½ credit the courses may be repeated up to 1 full credit.

211. Design.

Fundamental elements and principles of two-and three-dimensional design and film emphasizing visual communication. Alternate years.

Art 231, 232, 233, 234.

Continued practice in media beyond the foundation level. The student will be expected to become familiar with a range of techniques. The development of ideas and images will

be stressed. May be taken for ½ or 1 full credit. May be repeated to one credit. Offered twice each year.

261. Studio A.

Under the direction of the instructor, students will choose to work in a particular medium, but may work in others as needs and interests are determined. Continued practice in drawing will be emphasized. Prerequisite: At least two courses at the 160 level plus one course at the 230 level or permission of the instructor. Offered twice each year.

361. Studio B.

Students work in a variety of mediums. Individual strengths and goals will be emphasized in consultation with the instructor. Practice in drawing is expected and encouraged. Prerequisite: Art 261 or permission of the instructor.
Note: Prior to registration in Art 361, the student portfolio should give indication of experience in four of the six studio areas listed under Foundation Courses. Offered twice each year.

Studio A and B may be repeated for credit and may be taken for ½ or 1 full credit.

ART HISTORY

The art history program provides for an understanding of the meaning of art in various historical periods. The relationship of techniques and images to contemporary art is stressed.

215. Introduction to the History of Art.

A study of the major phases and works of art in painting and sculpture from Prehistoric times to 1000 A.D. Relationships and comparisons with Non-Western cultures will be included. Fall term-alternate years.

216. Introduction to the History of Art.

A study of the major phases and works of art and personalities from 1000 A. D. to 1780. Spring term-alternate years.

217. Introduction to the History of Art.

A study of the major phases, works of art and personalities from 1780 to the present. Fall term-alternate years.

218. Introduction to Contemporary Art.

A study of 20th century painting and sculpture, Cezanne to the present, with special emphasis on art since 1945. Spring term-alternate years.

ART SEMINARS AND SPECIAL STUDY

The art department program of independent study, seminars and special topics provides an opportunity for intensive research or work in areas which may involve interdisciplinary and experimental approaches. Such studies allow for a high degree of specialization as well as a broadening of the concern for the creative arts and their place in our culture.

250. Special Topics.

Course description to be developed by students and instructors, and announced prior to pre-registration date. Interdisciplinary concerns may be included. No prerequisite and open to non-majors.

320, 325. Junior Independent Study.

An individual program of research or creative project(s) arranged in consultation with the art department staff, and designed to fit the needs of the student.

341. Secondary Art Education Methods.

The necessity and role of art education in the schools, trends in art education, instructional strategies, and evaluation of student work. Opportunities to observe high school art programs will be provided. Co-or pre-requisite-Education 340.

350. Seminar in Oriental Art.

Introduction to the arts of China, Korea and Japan, illustrated with examples from the Boone Collection. Winter term.

420. Senior Independent Study.

An individual research program designed in consultation with Art Department staff in special interest areas of the student.

450. Art Seminar.

Art criticism, discussion of specialized topics, and individual creative projects. Open to senior art majors or by special permission of the staff. One-third term course credit each term up to a maximum of four terms.

Biology

DAVID C. ALLISON, Professor, Chairman
MILTON L. BOWMAN, Professor and Registrar
ROBERT H. BUCHHOLZ, Professor
JOHN J. KETTERER, Professor

The biology department provides an opportunity for students to be exposed to the content, history and methods of biological science. Courses provide a basic, flexible major program as well as the biological background required for students in other departments. All majors are required to do an independent study project during their junior or senior year. These courses, with the addition of supporting work in chemistry, physics and mathematics, allow preparation for careers based in biological science. Fields included are professional biology leading to college or university teaching and research, industrial and government research, medicine, veterinary medicine, dentistry, nursing, medical technology, physical therapy, hospital administration, and a variety of other paramedical specialties, high school and elementary school teaching; conservation work, and business careers in pharmaceutical firms and other industries.

A number of departmental activities contribute to the general education of the biology students. Beta Beta Beta, the national biology honor society which has a chapter at Monmouth, brings speakers to campus, arranges biological trips to places of interest, hosts social events, and helps to disseminate information about graduate and professional schools.

Through the **Donald B. McMullen Memorial Lectureship in Biology,** prominent biologists are brought to the college to discuss their research and study with students in and out of the classroom.

ECOLOGICAL FIELD STATION: In the summer of 1969 the biology department of Monmouth College established an Ecological Field Station on certain backwaters of the Mississippi River near Keithsburg, Illinois. The location of this site is just 30 minutes from the campus which makes it convenient for teaching purposes. This classroom-laboratory in the field has strengthened the ecological aspect of our academic program. It is also used for other biology courses, independent study and for student-faculty summer research projects. This Ecological Field Station is a cooperative project involving the National Science Foundation, the U.S. Corps of Engineers and Monmouth College.

PRAIRIE PLOT: Members of the biology faculty are trustees of Spring Grove Cemetery which provides access to one of the finest Prairie Plots in the State of Illinois. This Prairie Plot provides students with the opportunity to view the "micro prairie" of 100 and 200 years ago. The plants present in the plot remain from the virgin prairie days and provide research opportunities on the plants present, on the soils and the soils adjacent that are under cultivation, and on the fauna that find

habitat among these plants.

DEPARTMENTAL MAJOR: A minimum of eight courses in biology in addition to Biology 101-102 and including (A) any two of the following: Biology 205 or 206, 212, 213, 214, and 216; (B) either Biology 311 or 312; (C) Biology 316, 317, and 405; (D) one of the following: Biology 406 or 407. The following courses in fields of chemistry and physics are required: (A) Chemistry 231 and Chemistry 211; (B) two terms of Physics. A strong background in mathematics is recommended for all biology majors and especially for students preparing for professional school and graduate school.

101. College Biology.

An introduction to the concepts in modern biology with emphasis on the cell. Basic biological processes of cells, tissues, organs and organ systems will be considered.

102. College Biology.

Principles of modern environmental biology will be emphasized. The concept of the ecosystem will be stressed with specific reference to such topics as succession, niche, pollution, population dynamics, human ecology, physical and biological environment, natural cycles of the elements, biotic factors, parasitism and symbiosis. The effect of man's intrusion on the biotype will be considered.

205. Lower Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of non-coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or consent of the instructor.

206. Higher Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or consent of the instructor.

212. Comparative Vertebrate Morphology.

A comparative study of the morphology and evolutionary relationships of vertebrate animals. Representative types are studied in the laboratory. Prerequisite: Biology 101 or 102 or consent of the instructor.

213. Non-Vascular Plants.

A study of the non-vascular plants exclusive of the bacteria. Particular consideration will be given to the structure and life cycles of the algae, fungi, mosses, and the liverworts. Prerequisite: Biology 101 and 102 or consent of the instructor.

214. Vascular Plants.

A study of the ferns, conifers, and flowering plants. Emphasis will be placed on the structure and life cycles of these groups of plants. Prerequisite: Biology 101 and 102 or consent of the instructor.

215. Organic Evolution.

An introduction to the concept of organic evolution, including a critical review of the theories and mechanisms of evolution and the evidence upon which they are based, the problems of the origin of life and the evolutionary history of animals and plants. Prerequisite: Biology 101 and 102 or consent of the instructor. Alternate years.

216. Animal Behavior.

A course with laboratory designed to give the student an understanding of fundamental concepts and basic principles in the field of instinctive animal behavior. Prerequisite: Biology 101 and 102 or consent of the instructor. Alternate years. Offered 1976-77.

217. Human Anatomy and Physiology.

A course designed to give the student a general understanding of the structure and function of the human body.

311. Mammalian Physiology.

A detailed study of the physiological mechanisms of the mammalian systems. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

312. General Physiology.

A study of the fundamental concepts and basic principles of protoplasmic processes in plant, animal, and microbial cells. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

313. Vertebrate Embryology.

A descriptive study of development and differentiation in vertebrates. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; Chemistry 112; or consent of the instructor. Alternate years. Offered 1977-78.

314. Bacteriology.

A general study of the bacteria as living organisms. Morphology, physiology and ecological relationships are emphasized. Some consideration is given to the nature of disease and its control. Prerequisites: Biology 101 and 102, or consent of the instructor.

315. Cell Morphology.

A morphological study of the ultra and fine structure of the cell. Consideration of cellular interdependence at the tissue level will be undertaken. Abilities in microtechnique will be developed in the laboratory. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, and 214 or consent of the instructor.

316. Genetics.

An introduction to the principles of heredity in animals and plants. The study will include contemporary consideration of the gene and the gene mechanisms. Laboratory exercises utilizing both plants and animals will be used to elucidate the above principles. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor. Open to juniors and seniors only.

317. Ecology.

An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor. Open to juniors and seniors only.

INDIVIDUAL STUDY.

405, 406, 407. Independent Study.

Individual research or advanced experimental projects chosen by the student in consultation with the staff, involving the search of primary literature sources, design and execution of experiments, and an oral and written report of the results. Open to qualified juniors and all senior biology majors.

Chemistry

DANIEL J. HOY, Assistant Professor, Chairman
PETER A. GEBAUER, Assistant Professor
RICHARD L. KIEFT, Assistant Professor
BENJAMIN T. SHAWVER, Professor

The student graduating with a chemistry major is prepared to continue his chemistry studies in graduate school or to enter the chemistry profession directly. Admission to graduate programs in related fields such as biochemistry, molecular biology, health sciences, chemical engineering, materials science, forensic science, and the agricultural sciences is also possible. In addition, a chemistry major may enter some of the health professions: medicine, dentistry, veterinary medicine, pharmacy, clinical nutrition, and medical technology.

DEPARTMENTAL MAJOR: A major in Chemistry requires the satisfactory completion of the following courses: Chemistry 111, 112, 231, 211, 212, 311, 401 (for a total of one credit), and two additional chemistry courses; Mathematics 103, 151, and 152; Physics 110 and 111. Reading knowledge of a foreign language is also required.

ACS MAJOR: The department's program is approved by the American Chemical Society's Committee on Professional Training. A student's baccalaureate degree will be certified to the American Chemical Society as meeting the guidelines for a professional undergraduate program if the following courses are completed: Chemistry 111, 112, 231, 211, 212, 213, 311, 312, 313, 331, either 321 or 341, 401 (for a total of one credit), and 403; Mathematics 103, 151, 152, 153, and either 241 or 254; Physics 110, 111, and 112; and one additional advanced course in chemistry, biology, mathematics, or physics. Reading knowledge of a foreign language is also required.

A degree with Departmental Honors is earned by outstanding performance in Chemistry 403.

The department requests each major to write the Undergraduate Record Examination for departmental evaluation purposes.

A chemistry major can prepare to teach chemistry in secondary schools by completing the requirements of the teacher preparation program as listed by the Education Department.

Qualified chemistry majors may participate in teaching Chemistry 101-102, the courses for non-science majors.

Students not meeting the prerequisites for any of the following courses are invited to seek the instructor's consent to enroll.

101-102. Chemistry: A Cultural Approach.

An introduction to various topics related to chemistry, ranging from drugs to detergents and chemical warfare to birth control. The laboratory will illustrate how various tools from thought to instrumentation are applied to the solution of selected chemical problems ranging from synthesis to the determination of molecular structure.

110. Preliminary College Chemistry

Designed primarily to serve the student who has no background in high school chemistry. Content includes mathematical skills required to solve general chemistry problems, nomenclature and notation of chemistry, basic concepts of atoms and molecules, periodic table of the elements, bonding, chemical change, stoichiometry, and equilibrium.

111. Introductory Chemistry I.

An introduction to the chemical properties of the elements and compounds; their electronic structure and bonding; bulk properties in the solid, liquid, and gaseous states; reaction kinetics, equilibrium, and energy relationships. Prerequisite: High school chemistry or Chemistry 110.

112. Introductory Chemistry II.

A continuation of Chemistry 111. Prerequisite: Chemistry 111.

211. Organic Chemistry I.
A survey of organic chemistry including the structure and reactions of some biologically important types of molecules. The laboratory experiments introduce some of the more important techniques for isolation, purification and identification of organic compounds. Prerequisite: Chemistry 112.

212. Organic Chemistry II.
A study of the structure and reactivity of some of the less complicated types of organic compounds. The laboratories emphasize synthesis and identification of organic compounds. Prerequisite: Chemistry 211.

213. Organic Chemistry III.

A continuation of Chemistry 212. Applications of the principles of structure and reactivity to more complicated organic molecules. Prerequisite: Chemistry 212.

231. Introduction to Analytical Chemistry.
Principles of chemical equilibrium and quantitative analysis. Gravimetry, titrimetry, spectrophotometry, electrochemistry, and separations are surveyed. Two laboratories per week consist of experiments in separation and measurement, including an independent laboratory project. Prerequisite: Chemistry 112.

311. Physical Chemistry I.

A survey of physical chemistry with emphasis on classical chemical thermodynamics and including an introduction to quantum chemistry, spectroscopy, statistical thermodynamics, and kinetics. Prerequisites: Chemistry 231, Mathematics 103 and 152, Physics 110.

312. Physical Chemistry II.

Further topics in chemical thermodynamics. Major emphasis is on the applications of quantum mechanics to problems in structure, bonding and spectroscopy. Prerequisites: Chemistry 311, Mathematics 153, Physics 111.

313. Physical Chemistry III.

A continuation of chemistry 312 with emphasis on statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisites: Chemistry 312, Physics 112.

321. Biochemistry.

A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Prerequisite: Chemistry 212.

331. Advanced Analytical Chemistry.

Principles and practice of modern

instrumental methods of analysis and chemical instrumentation, including an introduction to simple electronic circuitry. Spectroscopic, electrical and magnetic processes are studied. Prerequisite: Chemistry 311.

341. Advanced Inorganic Chemistry.

A study of structure, bonding, thermodynamic stability and reaction kinetics of coordination complexes including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Laboratory work includes methods in synthetic and physical inorganic chemistry. Prerequisite: Chemistry 311.

351. Advanced Organic Chemistry.

An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Prerequisites: Chemistry 213 and 311.

401. Chemistry Colloquium.

Scientists from universities, industries, and government agencies visit the department and present formal lectures and offer informal career counseling experiences for all interested students. Each chemistry major must present one colloquium during the junior year. One-sixth course credit per term. Open to all science majors.

403. Research.

The study of an original laboratory research project chosen in consultation with the chemistry faculty. Requirement may be fulfilled by research performed off-campus.

404. Independent Studies.

A laboratory, library, or field work topic of special interest to the student may be pursued under the supervision of a faculty member.

451. Advanced Topics in Chemistry.

A study of advanced topics on subjects as announced. Prerequisite: Chemistry 311.

Dr. Peter Gebauer, chemistry.

Classical Languages

BERNICE L. FOX, Associate Professor, Chairman
WILLIAM L. URBAN, Associate Professor

The department of classical languages emphasizes the study of Latin writers to the middle of the second century A.D., although independent study is available in Latin writings of any period, including the twentieth century. The 300 level courses are centered on the genres of literature (i.e. lyric poetry, drama, etc.). A student who has no previous training in Latin or who has had one or two years, but has been away from Latin may take Latin 100 to prepare for the reading courses.

Latin may be used to fulfill the foreign language option of the language and communication requirement.

DEPARTMENTAL MAJOR: A major in classics involves at least seven courses in Latin above the intermediate level, including Latin 410; Greek 101 and 102; and either Classics 211 or 212.

Between the student's junior and senior years, classics majors have a three-week summer program available, but not required. Two weeks are spent with the Vergilian Society in Cumae, Italy, with trips to Pompeii and Naples, and one week in Rome.

LATIN

100. Intensive Grammar.

A study of the basic grammar and syntax of the Latin language. Open to all students with less than three years of Latin.

204. Vergil.

A reading of selected books of the Aeneid. Open to students with two years of high school Latin or equivalent. Alternate years.

205. Cicero.

Readings from Cicero's orations and essays. Open to students with two years of high school Latin or equivalent. Alternate years.

All 300 level courses have a prerequisite of at least three years of high school Latin or equivalent, or permission of the instructor. These courses are open to freshmen and are given in alternate years. 301, 302, and 303 will alternate with 310, 311, and 312.

301. Livy.

Readings from Livy's histories, with emphasis on the early kings and the Carthaginian Wars.

302. Tacitus and Suetonius.

Study of the period from Julius Caesar to Hadrian.

303. Pliny's Letters.

A study of life in Rome under the early emperors as revealed in Pliny's correspondence.

310. Roman Drama.

Readings from Plautus and Terence, and a study of Seneca.

311. **Lyric Poetry.**

Readings from Catullus, Ovid, and Horace, and a study of Lyric meters in Latin poetry.

312. **Roman Satire.**

Readings from Horace, Juvenal, and Martial.

401, 402, 403. **Independent Study.**

Independent study in individual Latin authors not included in regular courses, or studied in greater depth than a regular course permits. For advanced students only.

404. **Independent Study.**
Independent study in the Latin language. For advanced students only.

410. **Prose Composition.**

Prose composition in Latin. For advanced students only.

435. **Methods of Teaching Latin.**

A study of instructional methods and materials related to the teaching of high school Latin, and a study of technical problems associated with the teaching of Latin grammar and translation. Co-or prerequisite Education 340.

GREEK

101. **Elementary.**

A study of Greek grammar and syntax, with special emphasis on the Greek of Homer.

102. **Elementary.**

A continuation of 101, with readings from Homer's **Odyssey.**

210. **Readings from Greek Literature.**

May be repeated up to three times. Prerequisites: Greek 101 and 102.

CLASSICAL CIVILIZATION.

211. History of Greece (see History 211).

212. History of Rome (see History 212).

221. Classical Mythology.

A study of the gods of Greek and Roman mythology, and the major sagas. Satisfies the Humanities distribution requirement.

224. Word Elements.

A study of the Greek and Latin roots in the English language, and the meanings of prefixes and suffixes from this source. Counts as language and communications requirement.

225. Greek Literature in Translation. Alternate years.

226. Latin Literature in Translation. Alternate years.

East Asian Studies

CECIL C. BRETT, Director, Professor of Government and History

Monmouth's East Asian Studies Program was founded in 1963 in order to integrate the study of Asian cultures into the liberal arts curriculum. Underlying this interdisciplinary program is the assumption that the American student, in an effort to understand man, his environment, history, thought, and economic, social and political organization, is handicapped when the field of inquiry is limited to Western civilization alone. The program has special interest for students looking toward careers in international business, journalism, education or government service in Asia.

MAJOR: Although no departmental major is offered in East Asian Studies, students may design a topical major to suit their individual East Asian interests.

Regular courses of instruction are offered in the fields of art, government, geography, history, religion, and sociology. These courses are taught by members of the faculty with special Asian language and area competence, all of whom have studied, taught and traveled in Asia in recent years.

Students may elect to spend a year in India, Hong Kong, or Japan in programs sponsored by Monmouth College in cooperation with the Associated Colleges of the Midwest.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the College by its owners, Commander and Mrs. G.E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1000 art objects.

ART

250. Special Topics (on Japanese Art)

350. Seminar in Oriental Art.

ENGLISH

215. Japanese Literature in Translation.

GOVERNMENT

242. Foreign Governments II, Chinese Government and Politics.

250. Special topics on Asian Political Thought.

381. International Politics of the Far East.

HISTORY

202. Modern Japan.

203. Modern India.

JAPANESE

101, 102 Elementary Japanese.*

RELIGIOUS STUDIES

321. The Religions of India and the Middle East.

*Available by special arrangement through programmed instruction.

322. The Religions of Southeast Asia, China, and Japan.

SOCIOLOGY

103. Societies Around the World.

224. Cultural Anthropology.

325. Social Processes II. Macroprocesses.

415. Seminar in Comparative Social Systems.

SPECIAL COURSES

301. Seminar: Geography of East Asia.

An examination of the physical environment of selected East Asian countries in relation to the economic, cultural, political, and social aspects of these countries. Initial lectures on the geography of the area, and intensive readings, discussions, regular papers, and oral reports by students are required.

Economics and Business Adm.

RODNEY LEMON, Associate Professor, Chairman
PETER SHAFFER, Instructor
CHARLES REYHER, Instructor
HOMER L. SHOEMAKER, Instructor
JANE H. PRATT, Instructor
WILLIS H. WELLS, Executive-in-Residence

The department of economics and business administration takes full advantage of its position within the framework of a liberal arts institution. This situation is a constant reminder of the value of educating men and women in a manner compatible with our rapidly changing times rather than forcing students into a mold of job training for jobs which may become obsolete within a short time of graduation.

The business curriculum is designed to provide the student with a broad perspective of the various functional areas of business from a managerial standpoint. Emphasis is placed upon developing analytical and decision-making skills. While opportunities for specialization are present in the curriculum through courses and the Business Internship, the successful business graduate is typically a "generalist," who is provided with a wider opportunity for entry into the business community or graduate study.

BUSINESS ADMINISTRATION

Students pursuing the area of business administration have the opportunity for developing greater proficiency in such areas as accounting, finance, marketing, or management through the selection of appropriate electives.

The following courses are required for the major: EC 200, 201, BA 203, 204, 217, 218, 315, 320, 322, two (2) seminars including Business Policy, and Mathematics 106.

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200, 201. Principles of Economics.

See the course description under Economics.

203. Principles of Accounting I.

This course does not presume any previous training in bookkeeping. It gives thorough acquaintance with the principles of accounting as applied to the corporate form of business enterprise.

204. Principles of Accounting II.

A continuation of BA 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: BA 203.

205. Principles of Tax Accounting.

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Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc. Prerequisite: BA 204.

206. Principles of Cost Accounting.

Business Finance

The practices and procedures of cost accounting including the job order, process cost, and standard cost accounting principles.

217. Business Law I.

An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society.

218. Business Law II.

A continuation of BA 217, extending the analysis of the law into the realm of business organizations and property.

230. Personal Finance.

A comprehensive study of all major financial elements a person will normally come into contact with during his lifetime, including specific discussions of: budgeting, credit facilities, investments, expenditures for housing and medical care, insurance, retirement programs, and estate planning. Not open to economics or business administration majors.

302. Business and Government.

A study of basic industrial organization as it is altered by government regulation, particularly the regulation of monopoly and unfair business practices as spelled out in the law.

303. Government and Labor.

A study of the development of the law relating to labor-management relations.

315. Principles of Management.

Study of general principles of business management with emphasis on transferability of management principles to all phases of business. Prerequisite: Economics 200-201.

320. Principles of Finance.

A study of financial management principles from the point of view of the corporate financial officer, and as they relate to personal finance, investments and international finance. Prerequisites: Economics 200, 201, BA 204, 315.

322. Principles of Marketing.

The basic study of determining consumer needs and developing strategies for the business organization to direct the flow of goods and services. The course is designed to give students a basic understanding of the marketing function and covers the variables of product, channels, price and promotion relating to the

profitability, survival and growth of the firm. Prerequisites: Economics 200, 201.

332. Contemporary Consumerism.

The initial course which confronts students with related problems of consumer protection and the deteriorating environment. In voluntary interest groups students attack problems of specific products, manufacturing processes, use of resources, and environmental effects through an interdisciplinary research program.

400. Business Internship.

401. Independent Study and Research.

SEMINARS

402. Selective Seminars.

To be announced in term schedules. Will include such topics as advertising, international business, operations management, personnel management, intermediate accounting, advanced accounting, and production.

405. Business Policy.

Capstone study of business policy through case studies. Integrates the fundamentals of all business disciplines into a comprehensive approach to problem definition, analysis, solution, and evalution, Prerequisities: Economics 200, 201, BA 204, 315, 320, 322, or consent of the instructor.

ECONOMICS

The program of study provides the student with a broad background in economic theory and policy. Required courses are Math 106, Economics 200, 201, 300, 301, 309, 340, and 402 plus two electives from BA 302, BA 303, Economics 310, 311, 440. Total required courses is ten.

For those students who intend to pursue their studies at the graduate level, both Mathematics 151 and 152 will be required. This sequence of mathematics courses is very strongly recommended to all majors in economics.

200. Principles of Economics I.

Microeconomics. This course is an introductory analysis of the behavior of the consumer and the firm. Fundamental tools of analysis are emphasized.

201. Principles of Economics II.

Macroeconomics. The course is designed to provide an understanding of the operation of the economy as a whole. Topics included are the determination of income levels, inflation and economic growth.

300. Intermediate Price Theory.

A rigorous analysis of the modern microeconomic theory of the behavior of the firm and the individual. Prerequisite: EC 200-201 or consent of the instructor.

301. Intermediate Income Analysis.

A detailed examination of the elements that determine the level of national income. Government fiscal and monetary policy will be analyzed. Prerequisites: Economics 200, 201 or consent of the instructor.

309. Public Finance: Federal.

An investigation of the theory of government taxation and spending in the United States economy. Prerequisites: Economics 300-301 or consent of the instructor.

310. Public Finance: State and Local.

The course covers the major sources and uses of revenues by these bodies with emphasis upon tax equity and spending efficiency. Prerequisites: Economics 300-301 or consent of the instructor.

311. History of Economic Thought.

Major contributions to economic theory in retrospect and their contribution to modern theory. Prerequisites: Economics 300-301 or consent of the instructor.

340. Labor Economics.

The basic determinations of the supply and demand for labor including the evolvement of collective bargaining in The United States. Prerequisites: Economics 200, 201.

402. Seminar in Economics.

Possible topics include:
1. Environmental Economics: Air Pollution
2. The Economics of Poverty
3. Money and Banking
4. Advanced Economic Theory
5. Computer Use in Economics

440. Topics in Labor Economics.

Advanced analysis of selected aspects of labor economics such as the effect of negative income taxes on labor supply and labor mobility. Prerequisites: Economics 300, 301 and 340 or consent of the instructor.

United States Postmaster General Benjamin Bailar presents a lecture on campus. Mr. Bailar is a member of the College's governing board, the Senate.

Education

FRANK SORENSEN, Assistant Professor, Chairman
ESTHER WHITE, Assistant Professor
GEORGE ARNOLD, Assistant Professor
MARCIA SOLOMON, Lecturer
SALLY FINCH, Lecturer
JACK DADDONA, Lecturer

The major function of the Education department is to provide programs for students preparing to teach in elementary and secondary schools. Most students enrolling in education courses complete one of the following teacher preparation programs approved by the Illinois State Teacher Certification Board: Illinois Standard Elementary Certificate, Illinois Standard High School Certificate or the Illinois Standard Special Certificate. These certification programs were most recently recognized and approved by the Certification Board, November 21, 1975.

Students completing one of the State of Illinois approved programs will be able generally to qualify for certificates in other states. Advisers in the Education department are prepared to discuss the requirements of other states and steps necessary to apply for certification. It is wise to obtain advice early in one's academic program to assure completion of such requirements.

ELEMENTARY TEACHER PREPARATION PROGRAM AND DEPARTMENTAL MAJOR:

Students electing to qualify for the Illinois Standard Elementary Certificate, valid for teaching in Grades K-9, complete: (1) a departmental major in elementary education, (2) a second academic major or area of concentration consisting of at least six courses above the 200 level in a department, division, or related topical area and (3) distribution (general education) requirements. The departmental major includes the following courses: Education 200, 201, 203, 330, 332, 334, 336 and 450. History 313 or Philosophy 211; Music 101 or 312; Mathematics 110 and 111; six basic skills courses in physical education or Physical Education 212, 213 or 311 are also required for elementary certification.

In addition, the elementary certificate candidate must complete a total of three natural science courses, at least one of which should be elected from the physical sciences.

The student must also complete a total of four language arts courses (English, speech) and three social science courses (history, government, economics, sociology). At least one of the social science courses must be elected from the following: History 111, 112, 261, 351, 353, 359-360; or Government 103, 104 or 300.

HIGH SCHOOL TEACHER PREPARATION PROGRAMS.
State of Illinois approved programs for the Illinois Standard High School Certificate are available in:

Art
Biology
Chemistry
Economics
English
French
Geology
Government
History
Latin
Mathematics
Music
Physical Education
Physics
Psychology
Sociology
Spanish
Speech

A student electing to complete preparation for the Illinois Standard High School Certificate, valid for teaching in grades six through twelve, fulfills departmental major, distribution (general education), professional education, and other requirements for the baccalaureate degree. The departmental major must include a minimum of ten courses.

A course in American history or American government should be elected in fulfilling a social science and history distribution requirement. Successful completion of a course in American history or American government is required for an Illinois standard teaching certificate. Any one of the following may be used to fulfill the aforementioned requirement: History 111, 112, 353, or 359-360 and Government 103, 104 and 300. Physical education is also required for certification. Six basic skill courses or one full credit course in this area fulfills this need.

The professional education requirements include Education 200, 201, 340 and 450, and History 313 or Philosophy 211. In addition the student must complete a special teaching methods course related to the major. These offerings are cross referenced at the close of this section.

SPECIAL CERTIFICATE PROGRAMS
State of Illinois approved programs for the Illinois Standard Special Certificate are available in art, music, physical education and learning disabilities. These certificates are valid for teaching in the area of specialization in grades kindergarten through twelve. In art, music and physical education, the departmental major, distribution requirements and professional education requirements are the same as those for the Illinois Standard High School Certificates with the exception that candidates for the special certificates are required to include courses in their programs directed toward elementary school teaching.

Additional courses needed in the special certificate programs are: for art majors, Education 334, Teaching of Art in the Elementary School; for music majors, Music 312, Teaching Music in the Elementary School; for physical education majors, Physical Education 311,

Elementary School Physical Education. The clinical experiences of art, music and physical education special certificate candidates are planned to include interaction with children in some of the grades specified for the elementary and high school certificates.

LEARNING DISABILITIES PROGRAM

Monmouth offers a special education teacher preparation program in the area of learning disabilities. This State of Illinois approved program includes a thirteen-course topical major, the education courses of the program approved for the Standard Elementary School Certificate, and the distribution (general education) courses required for graduation. The courses of the topical major are Education 203, 304, 306, 307, 308, 460, Biology 217, Psychology 231, and three electives from the following: Speech 206 or 322; Sociology 102 or 324; Psychology 335 or 340.

200. The Teacher and the School.

Reading, discussion, and participation as a student aide to provide a basis for decisions about teaching and subsequent preparation for certification. One-half course credit. Prerequisite: Nine course credits completed or consent of the instructor.

201. Educational Psychology.

Investigation of the contributions of behavioristic, developmental and humanistic psychology to education. Particular emphasis is given to behavior modification, group dynamics, and interpersonal relationships in education. A teacher aide experience is required. Prerequisites: Education 200 and Psychology 111, 121 or 131, or consent of the instructor.

203. Characteristics of Exceptional Children

A survey of the characteristics and educational needs of impaired and gifted children. Theories of intelligence and significant individual differences are introduced and discussed as they apply to eacn exceptionality. Brief consideration is given to the problems of diagnosis, education, and treatment. One course credit. Prerequisite: Psychology 111, 121 or 131, or consent of the instructor.

304. Measurement and Evaluation of Exceptional Children.

The course includes an introduction to basic educational statistics and an investigation of the diagnostic instruments used to identify the areas of exceptionality. Diagnostic instruments for the following areas are discussed: general intelligence, developmental learning (as it applies to visual, auditory, perceptual and motor skills) and social and emotional adjustment.
Prerequisites: Education 201, 203 and Psychology 201, or consent of the instructor.

306. Needs and Problems of Children With Learning Disabilities.

An overview of the developing interests in specific learning disabilities is presented. The characteristics of learning-disabled children are studied specifically in the three main channels of learning - visual, auditory and motor. A multidisciplinary approach to diagnosis and treatment is presented. Prerequisites: Education 203, 304 and Biology 217, or consent of the instructor.

307. Curriculum for Children with Learning Disabilities.

The implications of major learning theories and research are studied as they apply to the curricular adjustments necessary for the student with learning disabilities. Theories of contemporary clinicians are reviewed and compared. Prerequisite: Education 307 or consent of the instructor.

308. Methods and Materials for Teaching Children with Learning Disabilities.

Specific diagnostic techniques used in identifying learning disabilities are discussed, with opportunity given for administration and interpretation. From diagnostic interpretations, preventative and remedial curricular approaches are applied to meet the needs of students with learning disabilities. Prerequisite: Education 307 or consent of the instructor.

330. Elementary School Curriculum and Methods.

Investigation of the curriculum of elementary schools, methods of instruction, resources and procedures for evaluation. Development of foundations for a successful student teaching experience is a dominant objective. Prerequisite: Education 201 or consent of the instructor.

332. Teaching of Reading and Other Language Arts.

A study of theories, practices and techniques of teaching reading and other language arts. Laboratory experiences are arranged. Prerequisite: Education 201 or consent of the instructor.

334. Teaching of Art in the Elementary School.

A study of the objectives, content and methods of teaching art in the elementary school. One-half course credit. Prerequisite: Education 201 or consent of the instructor.

336. Teaching of Literature in the Elementary School.

A study of the objectives, content and methods of teaching literature in the elementary school. Prerequisite: Education 201 or consent of the instructor.

340. Secondary School Curriculum and Methods.

Investigation of the curriculum of secondary schools, program planning, methods of instruction, resources and procedures for evaluation. Micro-teaching is arranged. Development of foundations for a successful student teaching experience is a dominant objective. Prerequisite: Education 201 or consent of the instructor.

Majors in physical education are advised to substitute Physical Education 320 for Education 340, but are encouraged to take this course also if preparing to teach in a second field.

341. Secondary Methods and Curriculum in Social Studies.

A study of the concerns of social studies educators including the role of values in the classroom. Students explore special strategies and curricular materials germane to teaching social studies in secondary schools. Co-or prerequisite: Education 304 or consent of instructor.

342. Secondary Science Methods and Curriculum.

A study of the curriculum teaching methods and instructional materials pertinent to secondary school science programs. The application of theory and research from science education in planning and implementing instruction is stressed. Opportunities to observe science programs in schools are provided. Independent projects related to the student's academic major are required. Co- or prerequisite: Education 340 or consent of the instructor.

450. Student Teaching.

Directed observation and supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the department of education, and, in the instance of high school and special certificate candidates, a supervisor from the candidate's major field. Conferences are arranged to provide opportunity for reflection upon and evaluation of planning, implementation of plans, and other data derived from student teaching. Three course credits. Prerequisite: Admission to student teaching by the Teacher Education Committee. The criteria for admission may be obtained from the secretary, Teacher Education Committee.

460. Student Teaching in Learning Disabilities.

This clinical experience provides for in-depth study and classroom instruction of children with learning disabilities. Activities of teacher-candidates include opportunities for diagnosis, educational planning, implementation of remedial procedures, and parental counseling. Conferences are scheduled concurrently to provide for reflection upon and evaluation of planning, implementation of plans, and other data derived from the practicum. Three course credits. Prerequisites: Education 308 and 450, or consent of the instructor, and admission to the practicum by the Teacher Education Committee. The criteria for admission may be obtained from the secretary, Teacher Education Committee.

305. Individual or Group Study.

Study of special topics in education under the guidance of an instructor. One-half or 1 course credit. Prerequisite: Approval of the chairperson of the department.

400. Independent Study.

Investigation of special topics relevant to teaching and teacher preparation. Prerequisite: Approval of the chairperson of the department.

405. Urban Education Seminar.

A study of the objectives, organization, programs and problems of schools in large urban centers. One-half credit. Registration limited to appointees to the Urban Education Program of the Associated Colleges of the Midwest. Courses below are offered by other departments and cross-referenced by the Education Department. Descriptions are found under the departments indicated.

Art 341. Secondary Art Education Methods.
English 430. Methods of Teaching English.
History 313. History of American Education.
Latin 435. Methods of Teaching Latin.
Mathematics 110, 111. Mathematics for Elementary Teachers, I and II.
Modern Foreign Language 460. Methods of Teaching Modern Foreign Languages.
Music 312. Teaching Music in the Elementary Schools.
Music 313 and 314. Music Education I and II.
Philosophy 211. Philosophy of Education.
Physical Education 311. Elementary School Physical Education.
Physical Education 320. Curriculum and Methods of High School Physical Education.
Speech 420. Methods of Teaching Speech Communication Arts.

Note: Mathematics - Students seeking secondary certification in mathematics will enroll in Math 324, Methods of Mathematics in the Secondary School, at Knox College to meet the special teaching methods requirement.

English

GARY D. WILLHARDT, Associate Professor, Chairman
ADELE KENNEDY, Associate Professor
RICHARD S. LEEVER, Associate Professor
JEREMY McNAMARA, Associate Professor

Within its curriculum, the English department offers a program designed to meet the various needs of the general student and of English majors. The curriculum is flexible enough to allow development of English majors who will teach in primary and secondary public education, as well as those whose major is preparation for graduate or professional education.

The English department endeavors to present the "facts and information" about the development of literary heritage, and to instill in students a sensitivity for language and a critical awareness of past and present literature. To do this, coursework is offered in writing, individual authors, literary periods, specific groups, theory and genre. Independent research is encouraged as well as the growth of independent judgement. It is the department's belief that such development lies not only at the heart of its discipline, but of the liberal arts tradition itself.

DEPARTMENTAL MAJOR: It is expected that each major will work out a meaningful individual program with his adviser. This program must contain a minimum of nine courses beyond English 101. Only two of the introductory courses (104, 105, 106) may be included in the minimum for the major. Students may count toward their major a maximum of two literature in translation courses, and may count Classics 221, Mythology, as one of these two. English majors must take either **English 220 or 221 and one** course at the 400 level.

ENGLISH MAJORS SEEKING ILLINOIS SECONDARY TEACHING CERTIFICATION:

Those students seeking secondary certification are required to take one upper-level course in American literature and one in British literature, English 200 (Grammar), and English 430 (Methods).

101. Expository Writing.

This course is devoted to the study and application of basic expository techniques. Weekly themes are written.

104. Introduction to Drama

An introduction to the varieties, techniques and devices in drama. Special emphasis will be given to dramatic conventions.

105. Introduction to Fiction.

An introduction to the analysis of the short story, the novella, and the novel.

106. Introduction to Poetry.

An introduction to the analysis of poetry as a genre.

110. Fundamentals of Journalism.

Classroom instruction and practice in the writing of news, feature, sports stories, and editorials. Enrollment preference will be given to students with journalism training or experience in high school.

115. Studies in Language.

An introductory level course introducing students to the study of history of language, linguistics, and language structure. The course will emphasize the technical and cultural aspects of language in general, not just the English language.

200. Grammar.

A course designed to give students practice in fundamental English grammar. The course emphasizes basic skills, not theory. No prerequisites. One-half course credit.

220. Anglo-Saxon to late 17th Century (800-1700).

An historical survey emphasizing the literary and cultural developments in English literature from the Old English period to the culmination of the English Renaissance. Representative authors will be stressed.

221. Neo-classic through Victorian Literature (1700-1900).

A course emphasizing the major literary movements, cultural influences and historical developments in the literatures of England and the United States.

210. Creative Writing.

Practice in the analysis of fictional and poetic forms and in the writing of fiction and poetry.

211. Russian Literature in Translation.

A study of representative Russian novels and short stories by the major authors of the 19th and 20th centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Tolstoi, Turgenev) against the political and social backgrounds of their times.

215. Japanese Literature in Translation.

A study of selections from Japanese literature with special reference to Western impact on its development.

225. Black Literature.

A survey of the works of Black American authors beginning with pre-Civil War slave narratives to the present. It includes poetry, short novels and drama, as well as the expository writing of such men as Washington, DuBois, Wright, Baldwin, Malcolm X and Cleaver.

250. Special Topics.

311. Fiction Workshop.

A seminar-style examination of student manuscripts. Discussion will focus on evaluation and revision of short stories written during the term. Published stories will also be discussed as possible models for student work. Class will meet once per week. English 311 may be repeated up to three times. Prerequisite: English 210 and permission of the instructor. One-third credit.

312. Poetry Workshop.

A seminar discussion of student poetry. Oral interpretation will be emphasized to reveal emotional attitudes in the poems and as a guideline for revisions. Some effort will be made to relate techniques and themes of student poems to those of poems by published writers. May be repeated up to three times. Prerequisite: English 210 and permission of the instructor. One-third credit.

314. History of the English Language.

A study of the historical development of the English language, including some attention to internal history-sounds and inflection-as well as to external history-political, social, and intellectual movements and forces that have affected the development

of the language at different periods.

The following courses include period courses organized in a variety of ways in order to emphasize literary modes, literary groups or individuals. Students may take any course more than once; course subjects will be announced yearly.

341. Studies in Medieval and Renaissance Literature.

342. Studies in 17th and 18th Century Literature.

343. Studies in 19th and 20th Century Literature.

344. Studies in American Literature to 1865.

345. Studies in American Literature 1865 to 1940.

346. Studies in American Literature 1940 to Present.

350. Special Topics in Literature and Related Areas.

A course which permits the investigation of narrowly defined literary types and modes; such as the development of the novel, studies in comedy or tragedy, or in lyric or satire.

351. Genre Studies: Novel.

352. Genre Studies: Drama.

353. Genre Studies: Poetry.

361. Shakespeare.

Studies in the comedies and history plays.

362. Shakespeare.

Studies in the tragedies and romances.

400. Seminar in Literary History.

A seminar giving students the opportunity to do intensive study in key literary periods and subjects, related to literary history of a specific period. Prerequisite: Consent of the instructor.

401. Seminar in Individual Authors.

An in-depth study and appraisal of an individual novelist, poet, or playwright. Prerequisite: Consent of the instructor.

402. Seminar in Literary Theory.

Seminar dealing in the broad theories of literature, including the nature of literature, criticism, and related areas, such as biography.

403. Modern Poetry, British and American.

A study of 20th century British and American poetry. The course is conducted as a seminar with emphasis on literary movements and social significance. Prerequisite: Consent of the instructor.

410. Modern Drama.

A study of Continental, British, and American drama from Ibsen to the present. Emphasis on major movements: Realism, Impressionism, Expressionism, Existentialism. Prerequisite: Consent of the instructor.

430. Methods of Teaching English.

A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention will be devoted to the teaching of composition, marking of themes and preparing and grading of examinations. Co-or prerequisite: Education 340.

450. Independent Study.

Students should arrange with individual instructors for independent study projects.

Geology

DONALD L. WILLS, Professor, Chairman
LYMAN O. WILLIAMS, Professor

The goal of the geology program is for the student to learn to function as a scholar in the classroom, laboratory, library and field through the full range of facts to high levels of inference. Emphasis on field-oriented problems is consistent with our geographic setting and the nature of the field of geology.

This is accomplished through offering a variety of introductory courses beyond the physical and historical sequence. The department has instituted courses in environmental geology which address themselves to the problems of earth-man relationships.

Seminars and special topic courses are extensively utilized to provide in-depth experience in areas of special student and faculty interest. These courses are usually less structured and aid in developing closer student-faculty relationships.

Geology majors are encouraged to participate in research at an early stage in their professional development. These studies are generally field-oriented and are on problems tailored to the level of the individual student's competence.

The geology program is designed to provide the student with a sound, broad-based, integrated curriculum which he can build upon in graduate school or continued self-education.

Monmouth College participates in the ACM program - Introductory Geology in the Rocky Mountains. See Special Programs section for further information.

DEPARTMENTAL MAJOR: Students planning a professional career in geology must take a minimum of eight term courses including at least three term courses at or above the 300 level. Students planning to pursue graduate studies should take appropriate courses in the related sciences and mathematics. Programs of study can be planned to meet the individual student's needs with the approval of the adviser and departmental chairman.

EARTH SCIENCE TEACHER: The State of Illinois provides for two options in the teaching of earth science. (a) Teaching of Physical Science (b) Teaching of General Science and Earth Science. (See education department section for teacher certification requirements.)

DIVISIONAL OR TOPICAL MAJOR IN ENVIRONMENTAL GEOLOGY: Students in environmental problems may select this option as preparation for careers in environmental science.

101. Physical Geology.

An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory and field trips to areas of geologic interest. Open to all students.

102. Historical Geology.

A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory and field trips to areas of geologic interest. Prerequisite: Geology 101.

105. Environmental Geology I: Geologic Hazards and Resource Management.

Study of the interaction of man and the environment to discover how one can best conduct affairs to produce minimal change and harm to the environment. The subject is approached through lectures, readings, discussions, laboratory, and field experiences. Prerequisite: Geology 101 or consent of the instructor.

106. Environmental Geology II: Geohydrology.

Physical and chemical properties of water; water in the atmosphere, lithosphere and biosphere; interaction of man and the hydrosphere, use and conservation of water. Material is presented by members of the biology, chemistry and physics departments as well as through lectures, readings, discussions, laboratory and field exercises.

212. Mineralogy.

Crystallography, crystal chemistry, and descriptive mineralogy, mineral occurrences, associations and uses. Co-or prerequisite: Chemistry III. Offered alternate years.

Dr. Lyman Williams, geology.

222. General Paleontology.

Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Offered alternate years.

233. Geological Techniques.

Study of instruments and their use for measuring earth phenomona. Frequent field trips, some on weekends, spring vacation and or on holidays to areas of geologic interest. Offered alternate years.

302. Stratigraphy.

Principles of stratigraphy, genetic relations and correlation of rock and time rock units. Prerequisite: Geology 102 and or consent of instructor. Offered alternate years.

311. Structural Geology.

Character, classification, and origin of rock structure. Prerequisites: Geology 102, first-year physics. Offered alternate years.

322. Geomorphology.

Consideration of the fundamental concepts of the origin and development of land forms. One of the major tasks in the course will be to utilize quantitative methods of landform analysis. Prerequisite: Geology 102. Offered alternate years.

325. Introduction to Petrology.

A study of igneous, sedimentary and metamorphic rocks in hand specimen. The hand specimen identification of rocks is stressed in laboratory and field situations and principles governing the origin, characteristics, and classification of rocks is investigated. Prerequisite: Geology 212. Offered alternate years.

335. Thin-Section Petrology.

An analysis of the behavior of light as it passes through thin sections of rock that are mounted on the stage of a polarized microscope, and of the optical properties of the minerals in such thinsections. Subsequently, such knowledge will be utilized to decipher the character, mineral composition, origin and evolution of igneous, sedimentary and metamorphic rocks. Prerequisites: Geology 212 and 325. Offered alternate years.

406. Independent Study.

Individual research and readings. May include senior thesis. Required of all candidates for graduation with departmental honors. May be repeated for credit. Prerequisite: consent of the instructor.

407. Seminar.

Topical seminar with selected readings, written preparations and or oral presentations. May be repeated for credit. Prerequisite: consent of the instructor.

Government

ROY M. McCLINTOCK, Associate Professor, Chairman
CECIL C. BRETT, Professor

The curriculum of the government department is designed to provide a broad background in the field of political science. The department offers the standard courses in the major fields of political science, including American Government, International Relations, Foreign Governments, Political Theory, Constitutional Law, and Public Administration.

The government curriculum prepares students for graduate school, public service, or law school. All students are required to take either Government 320 or Government 404. Students intending to go to law school are encouraged to take Government 398. It is strongly

suggested that students take courses in computer programming and statistical methods.

Participation in the Washington House Program is a valuable experience for students of all majors but this is especially true for majors in the department of government.

DEPARTMENTAL MAJOR: A minimum of eight courses, including Government 103 and 104, 241 or 242, 354 and 320 or 404.

103. Introduction to American National Government.

A study of the federal government and its constitutional development.

104. State and Local Government and Politics.

A study of the political institutions of the 50 states and their subdivisions (counties, townships, cities, etc.); also, the Constitution of Illinois to meet one of the Illinois requirements for teachers. This course is a sequence to Government 103, although either can be taken independently.

241. Foreign Government I. Western European Governments and Politics.

A study of the governments and politics of England, France, and West Germany. The political cultures, interest groups, and political parties and elections of these countries will also be examined. Prerequisites: Government 103 or 104. Sophomore standing.

242. Foreign Government II. Chinese Government and Politics.

A study of the traditional Chinese political order, the transitional period (Kuomintang to Revolution), and Communist rule. Prerequisites: Government 103 or 104, or History 201, or 202, or 203. Sophomore standing.

250. Special Topics.

Subjects selected according to the interest of the students and the capabilities of the instructors.

300. Government in Action.

A study of the history, structure and operation of the federal government through lecture, reading and directed observation in Washington, D.C. as part of the Washington House Program.

302. Business and Government.

See Business Administration 302.

303. Government and Labor.

See Business Administration 303.

309. Public Finance: Federal.

See Economics 309.

310. Public Finance: State and Local.

See Economics 310.

311. Party Politics and Election.

A study of the problems and conduct of elections and primaries in the United States. Special studies are made of current political campaigns. Prerequisites: Government 103 and 104, junior standing or consent of the instructor. Offered alternate years.

320. Scope and Methods of Political Science.

An examination of the scientific study of politics, the present state of political science, and the different approaches to the scientific study of politics. Prerequisites: Government 103 and 104. Junior standing.

354. Masters of Political Thought.

A selective study and analysis of seminal political thinkers, from Plato to the present, with emphasis on their basic concepts and their implications. Prerequisites: Junior standing or consent of the instructor.

360. Public Administration.

A study of the nature, scope, and development of the American administrative system, the theory of organization, staff and auxiliary agencies, chief executive, administrative relationships and science in administration. Prerequisite: Government 103 or 104. Offered alternate years.

361. Legislatures and Legislation.

A study of the legislative process, methods of getting information, public opinion, and special interest. Prerequisite: Government 103 or 104. Junior standing.

365. Modern American Diplomatic History.

A review of the major diplomatic developments of the 20th century (1898 to present). Attention will be given to the differing interpretations of such developments, including probable causes of wars, and possible effects of those wars.

380. World Politics.

A study of states in relation to each other as friends, rivals, and contestants. This includes the influence of nationalism, economic rivalry, power politics, causes of conflict, means of resolving conflict and avoiding war. Prerequisite: Government 103 or 104 or History 103.

381. International Politics of the Far East.

Background of Far Eastern international relations. World War II and its aftermath. Nationalism. The bi-polar conflict in Asia. The politics of neutralism or nonalignment. U.S. policy in Asia.

395. American Constitutional Law I.

A study of the federal system and the federal government as developed through judicial interpretation of the Constitution. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

396. American Constitutional Law II.

Civil Rights, a study of judicial interpretation of the Federal Bill of Rights, and the 14th Amendment. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

398. Jurisprudence.

A study of the sources and nature of law. The nature of judicial process and the practice of law. Local lawyers will be used as guest lecturers. Designed for pre-law students. Offered alternate years. Prerequisite: 103, 104, or consent of the instructor.

401. Independent Study.

Selected reading, written reports, conferences, internships. Prerequisite: junior or senior standing. By arrangement with the instructor.

404. Senior Seminar.

A schedule of readings, reports, and discussions designed to give a broad knowledge of the literature in the discipline of political science.

History

MARY B. CROW, Associate Professor, Chairman
CECIL C. BRETT, Professor
DOUGLAS R. SPITZ, Associate Professor
WILLIAM URBAN, Associate Professor
GEORGE ARNOLD, Assistant Professor
ELIZABETH A. MOORE, Lecturer

The department of history prepares a student for graduate school, teaching, law, government service, journalism, etc. and also helps to provide him with a humanistic understanding of the history of man. Except for Junior Seminar and 408, all courses in the department are open to any student without prerequisite.

DEPARTMENTAL MAJOR: One course in each of the three areas taught by the Monmouth staff (i.e. U.S., European and East Asian history) and Junior Seminar. Six additional courses from those areas round out a major in history. Majors preparing to teach are encouraged to take courses in the other social science areas so as to be prepared to teach in a second or even a third area.

NOTE: For majors planning on a career in teaching, Education 341, Secondary Methods and Curriculum in the Social Studies, is required.

History majors are encouraged to participate in one of a number of off-campus programs sponsored either by the college or the Associate Colleges of the Midwest such as the Arts of London and Florence, the India, Japan, and China programs and Washington House.

101. Western Civilization I.

A survey of western civilization from its beginnings to the end of the middle ages.

102. Western Civilization II.

A survey of social and political developments European civilization from the Renaissance to end of the Napoleonic era. A continuation of 101 but may be taken separately.

103. Western Civilization III.

A continuation of 102 but may be taken separately. The main political, social and economic forces in Europe since 1815.

111. U.S. History I.

A study of the main political, social, and economic factors in the Colonial, early national and Civil War periods.

112. U.S. History II.

A study of the Reconstruction period, the rise of big business, agrarian and labor movements, the New Deal and the United States as a world power.

201. Modern China.

From 1800 to the present. Emphasis on the impact of the West on China.

202. Modern Japan.

Social, economic, and political development of modern Japan. Emphasis on the Japanese response to problems posed by contacts with the Western world.

203. Modern India.

A study of political, social, and economic factors, with special attention to the impact of British colonialism and the independence movement on traditional institutions.

211. History of Greece.

Classical Greece. Concentration on ancient historians and their works.

212. History of Rome.

An interpretation and evaluation of Roman civilization with special emphasis on the late Roman Republic.

222. Medieval History.

Topics in medieval life, politics and culture.

223. The Renaissance.

Social and political life with considerable attention to the cultural contributions of the period.

234. 19th Century Europe.

The industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1914.

235. 20th Century Europe.

Main issues in European history from 1914 to the present with emphasis on Germany and Russia as the focal points of European politics.

241. History of Great Britain I.

English political and social development from the earliest times to the mid-17th century.

242. History of Great Britain II.

A continuation of 241 but may be taken separately. The modern parliament, political and social reform. Britain in the 20th century.

250. 19th Century American Utopias.

A study of early American communes. A survey of frontier American experiments in religious and or communal group living and dealing with the founders, philosophies, climax and decline of each. Specific studies will be made of such as the Transcendentalists, the Shakers, the Icarians, the Amana colonists, the Rappites and the Mormons.

311. Church History, Ancient and Medieval.

See Religious Studies 311.

312. Church History, Reformation and Modern.

See Religious Studies 312.

313. History of American Education.

The evolution of the public school and higher education. Emphasis on problems of the 20th century. This course cannot be used for either distribution or major requirements. Open only to juniors and seniors in the teacher training program.

353. 20th Century America.

A study of the political and social movements in the United States from about 1890 to the present.

365. Modern American Diplomatic History.

A review of the major diplomatic developments of the 20th century (1898 to the present). Attention will be given to the differing interpretations of such developments, including probable causes for wars, and possible effects of those wars.

PRO-SEMINARS

349-350. Studies in European History.

Tudor-Stuart England, the Refor-

mation, French Revolution, and other topics will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes.

359-360. Studies in American History.

Colonial Civilization, the Civil War, Reconstruction or other topics will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes.

SEMINARS AND INDEPENDENT STUDY

300. Junior Seminar.

A research seminar required of all majors in the junior year.

320. Independent Reading.

Reading supervised by instructors in more advanced work and in areas not normally offered. Consent of instructor necessary.

Additional courses in European, American, and Asian history are offered under 250. Special Topics. Offered in 1976-77 are Oriental Civilization-Japan, Homeric Era and the Etruscans, History of American Women and The American Wild West.

408. Independent Study.

Topics are selected by the student and the instructor. History 300 and the consent of the instructor. Honors Course.

Mathematics

R.D. BOSWELL, JR., Professor, Chairman
JOHN D. ARRISON, Associate Professor
PETER K. KLOEPPEL, Associate Professor
JON M. GRAHAM, Lecturer

Each course in the department is designed to help the student develop understanding of concepts, competency in problem-solving, and technical proficiency. Recent majors have been pursuing their interests in a number of fields. Some are mathematicians in industry or government service, some are teachers, some are businessmen, some are graduate students, while others have gone to medical or law schools.

DEPARTMENTAL MAJOR:

(a) A minimum of ten term courses including
  (1) Mathematics 151, 152, 153, 241, 301, and 311
  (2) Mathematics 254 or 339
  (3) Mathematics 302 or 340

(b) Students who complete the teacher certification requirements may obtain a major in mathematics by taking a minimum of ten term courses including

(1) Mathematics 151, 152, 153, 241, and 311
(2) A course in geometry (either Mathematics 317 or Mathematics 350 when the topics studied are in geometry).

(c) Candidates for Honors in Mathematics are expected to complete appropriate independent study and pass a comprehensive examination.

(d) Students who expect to pursue graduate study in mathematics should gain proficiency in French, German, or Russian.

NOTE: No course numbered below 151 will be counted toward satisfying the minimum requirement for a major in mathematics.

103. Introduction to Computer Programming.

One-third term course credit.

104. A Numerical Approach to Elementary Mathematics.

Concepts in algebra, graphing of function, and linear algebra approached from a numerical and problem-solving point of view. Enrollment limited to students who do not have credit in a college mathematics course.

106. Elementary Statistics.

Methods for handling data, nature of probability distributions, and an introduction to statistical inference with applications. Includes mean and variance, correlation and regression, and some of the basic distributions of statistics.

110. Mathematics for Elementary Teachers I.

A study of the number systems of arithmetic-the natural numbers, the rational numbers, and the integers-and their properties. Enrollment limited to students preparing to teach elementary school mathematics.

111. Mathematics for Elementary Teachers II.

Informal geometry and topics in mathematical reasoning. Enrollment limited to students preparing to teach elementary school mathematics. Mathematics 110 and 111 may be taken in either order.

141. Elementary Functions.

A study of polynomial, circular, exponential, and logarithmic functions. This is a pre-calculus course. Prerequisite: Two and one-half years of college preparatory mathematics.

151. Calculus I.

A study of the calculus of functions of a single variable. Prerequisite: Placement or Mathematics 141.

152. Calculus II.

Continuation of Mathematics 151. Prerequisite: Mathematics 151.

153. Calculus III.

Calculus of functions of more than one variable including partial differentiation and multiple integration. Prerequisite: Mathematics 152.

241. Linear Algebra.

Finite dimensional vector spaces, linear transformations and matrices. Prerequisite: Mathematics 151.

254. Differential Equations.

An introduction to ordinary dif-

ferential equations and their applications. Prerequisite: Mathematics 153.

301. Advanced Calculus.

A theoretical development of the calculus of one and several variables including topological concepts, limit theorems, differentiation, integration, series, pointwise convergence and uniform convergence. Prerequisite: Mathematics 153.

302. Advanced Calculus.

Continuation of Mathematics 301. Prerequisite: Mathematics 301.

311. Introduction to Modern Algebra.

Rings, integral domains, fields, groups, determinants, and matrices. Prerequisite: Mathematics 152.

315. Theory of Numbers.

The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences residues. Prerequisite: Mathematics 152.

317. Projective Geometry.

An axiomatic approach to projective geometry. Prerequisite: Mathematics 152.

323. Numerical Analysis.

An introduction to numerical methods in mathematics. Topics from the theory of computation with applications to linear algebra and differential equations. Computer methods, systems of linear equations, eigenvalues, numerical solutions of differential equations. Prerequisites: Mathematics 153 and Mathematics 103 (one may take Mathematics 323 and Mathematics 103 concurrently).

339. Probability and Statistics.

An introduction to probability theory and its applications. Discrete and continuous random variables, density functions, distribution functions, expectation and variance. Prerequisite: Mathematics 153.

340. Probability and Statistics.

An introduction to the theory and applications of statistics. Limit theorems, estimation, confidence intervals, and statistical inference. Prerequisite: Mathematics 339.

341. Functions of a Complex Variable.

Algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, conformal mappings. Prerequisite: Mathematics 153.

350. Topics in Mathematics.

The topics to be studied will be announced before registration when this course is offered. The course may be repeated provided the student does not already have credit for the topics being studied. Prerequisite: consent of the instructor.

411. Introduction to Topology.

Metric spaces, general topological spaces, compactness, separation and connectedness. Prerequisite: Mathematics 153 and consent of the instructor.

412. Introduction to Topology.

Continuation of Mathematics 411. Prerequisite: Mathematics 411.

421. Independent Study and Seminar.

Selected topics in advanced mathematics. Prerequisite: Mathematics 311.

422. Independent Study and Seminar.

A continuation of Mathematics 421.

Modern Foreign Languages

HARRY W. OSBORNE, Professor, Chairman
MARGARET HASTINGS, Lecturer (part-time)
EDDA PRATS, Lecturer (part-time)

The modern foreign language department has two main functions at Monmouth College: (1) to supply the beginning student with a useful learning tool and expose him to a foreign way of life and thought; (2) to provide advanced courses for those interested in specializing in the field of foreign languages and literature.

Beginning courses emphasize practical use of the language while also laying the foundation for advanced study if the student desires to continue. The department has a modern well-equipped language laboratory and access to special audio-visual equipment needed for language study.

In its language and literature courses the modern foreign language department tries to give students an understanding of the history and culture of the country or countries whose language they are studying. The department feels that the study of a foreign language gives a singularly direct and probing insight into another culture and that such an insight has another interesting reward - it enables us to see much more clearly into our own culture and civilization.

The department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every possible way. The department feels that such a study-travel experience is invaluable to all students and provides them with a better understanding of themselves and their world.

In addition to its two main functions, the department, in collaboration with the department of education, offers teacher-training programs for students preparing to enter the field of teaching.

DEPARTMENTAL MAJOR (French and Spanish)

(A) A minimum of eight term courses beyond 101-102 covering the periods of literature. At least one independent study course is encouraged.

(b) Students interested in using a foreign language for teaching in the secondary schools, should take six courses beyond the elementary level. (The minimum requirement in the State of Illinois).

Students are encouraged, under the guidance of the department, to participate in an accredited foreign study program. Candidates for foreign study must be approved by the department and programs must be planned well in advance.

On the basis of placement examinations, recommendations for courses are made to students who wish to continue a language studied in high school. An indication by the placement examination that a student has shown mastery of language material of the 102 level or the successful completion of a course in modern foreign languages at the

102 level allows the student to fulfill part of the Language and Communication requirement:

JAPANESE

101. Elementary.*

An introduction to standard Japanese, with emphasis on structural characteristics of the language. Laboratory exercises provide drills in pronunciation and practice in listening, comprehending and speaking.

102. Elementary.*

A continuation of 101, with introductory work in written Japanese.

SPANISH

101. Elementary.

An introduction to Spanish as a spoken and written language. Regular practice in the classroom and laboratory in hearing and imitating current, realistic speech. Four-fold aim of speaking, comprehending, reading and writing the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Continued emphasis on the spoken and written language, aimed toward adequate oral and written expression. Readings from modern literature, with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.

252. Culture, Folklore and Historical Background of the Spanish Speaking World.

This course will deal with the different aspects of Spanish customs and the development of the culture and its ramifications in other countries. Prerequisite: Spanish 201.

310. Advanced Composition and Conversation.

Concentrated training in the use of the Spanish language, both in its written and oral expression. Prerequisite: Spanish 299 or consent of the instructor.

311. Masters of the Theatre.

Origins of the theatre and its development. Study of the social and political reasons that caused the plays to come into being. Analysis of major playwrights of the Golden Age through the 19th century. Prerequisite: Spanish 299 or consent of the instructor.

312. Spanish Verse from its Origins to the 19th century.

Study of early ballads, poetry of the golden age, baroque, and romanticism in Spain; neoclassic and premodernist poets in Latin America. Prerequisite: Spanish 299 or consent of the instructor.

313. Modern Masters of Spanish Verse.

Poets and movements of the 19th and 20th centuries in Spain and in Latin America. Special attention is given to modernism, and the generations of 1898, 1914 and 1936. Prerequisite: Spanish 299 or consent of the instructor.

314. Contemporary Literature.

Study of the latest authors of the Spanish-Speaking World. The course will cover prose, poetry and drama. Prerequisite: Spanish 299 or consent of the instructor.

* Not offered every year.

320. Individual or Group Study.

Specialized study, under guidance, of certain aspects of Spanish literature, i.e. Romancero, picaresque novel, golden age drama.

350. Spanish Prose.

The development of Spanish prose from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 299 or consent of the instructor.

401. Independent Study.

Individual research problems under guidance of the instructor. Prerequisite: consent of the instructor.

FRENCH

101. Elementary.

Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns.

102. Elementary.

A continuation of 101.

201. Intermediate.

Selected readings of modern literature with continued oral practice. Prerequisite: French 102 or equivalent.

250. Special Topics.

299. Written and Oral Practice.

A study of French language structure beyond the intermediate level. Grammar, written and oral composition and insistence on accuracy of expression. Prerequisite: French 201.

310. Advanced Composition and Conversation.

An advanced course in the study of French grammar, composition, style, and phonetics. Prerequisite: French 299 or consent of the instructor.

317. Survey of French Literature.

A chronological study of French literary masterpiece from the Middle Ages to the 19th century. Prerequisite: French 299 or its equivalent.

318. Survey of French Literature.

A chronological study of French literary masterpieces from the 19th century to the present. Prerequisite: French 299 or its equivalent.

320. Individual or Group Study.

Specialized study, under guidance of the instructor, of certain aspects of French literature, i.e., Medieval literature, romantic poetry, Zola and naturalism.

401. Independent Study.

Individual research problems under the guidance of the instructor. Prerequisite: consent of the instructor.

GERMAN

103. Elementary German for Reading Knowledge.

An introductory course in the reading of German.

104. Elementary German for Reading Knowledge.

A continuation of 103.

MODERN FOREIGN LANGUAGES

340. Introduction to Linguistics and Phonetics.

A course designed for students interested in the structure and phonetics of modern languages.

460. Methods of Teaching Modern Foreign Languages.

Study and discussion of the methods of teaching modern foreign languages. Introduction to phonetics and linguistics.

Music

MICHAEL E. SPROSTON, Assistant Professor, Chairman
RICHARD L. GRIFFITHS, Assistant Professor
STEPHEN F. TERRONES, Instructor
KAREN L. MORSCH, Lecturer
ELWOOD H. BALL, Lecturer (part-time)
HEIMO A. LOYA, Lecturer (part-time)
JOHN D. SPURGEON, Lecturer (part-time)

The music department helps to prepare a student for a variety of career opportunities in music. When students study to be performers or conductors they may choose to work with music for the concert hall, opera house, church, radio and television, films or the stage. Students may prepare themselves to teach music at any level, from nursery school to conservatory. Students may also train for related fields, such as music merchandising and music library work.

DEPARTMENTAL MAJOR: Music 102, 103, 201, 204, 205, 321, 322, 323, 401, 402, and the equivalent of two term courses of private performance study. In addition, students preparing for certification in secondary music education with vocal emphasis will carry Music 313 and two courses in instrumental techniques.
Students preparing for certification in secondary music education with instrumental emphasis will carry Music 314 and all courses in instrumental techniques.
Students preparing for a special K-12 music certificate will also carry Music 312 in addition to the above music education requirements in their area.

PRIVATE PERFORMANCE STUDY

Instruction in solo performance is available through an audition and consists of one 30-minute individual lesson per week with a minimum of one hour's practice daily for one-sixth course credit per term. Music majors or other advanced performers may elect to study for one-third

course credit per term. This consists of one 60-minute individual lesson per week with a minimum of two hours' practice daily. Music majors are expected to demonstrate competency on the keyboard. This may be accomplished by either passing an examination in functional piano or by taking an additional course in applied piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly urged for the freshman year as a tool for other work in music. Odd course numbers indicate a one-sixth credit per term; even numbers, one-third credit.

141 or 142. Organ.
145 or 146. Piano.
151 or 152. Voice.
155 or 156. Strings.
161 or 162. Woodwinds.
165 or 166. Brass and Percussion.

Prerequisite: consent of instructor.

TECHNIQUE COURSES

153. Vocal Techniques.

Through singing, listening and working with others in a class situation, the student should become aware of basic vocal pedagogical techniques. One-third term course credit.

157. String techniques.

Study of the techniques of playing the violin, viola, cello, and double bass for the student who is preparing to teach public school music. One-third term course credit.

163. Woodwind Techniques.

Study of the techniques of playing single and double reed instruments and the flute for the student who is preparing to teach public school music. One-third term course credit.

167. Brass Techniques.

Study of the techniques of playing the trumpet, French Horn, trombone, and tuba for the student who is preparing to teach public school music. One-third term course credit.

168. Percussion Techniques.

Study of the techniques of playing the tympani, snare and bass drum, and mallet and auxiliary percussion instruments for the student who is preparing to teach public school music. One-third term course credit.

ENSEMBLES

Ensembles include: Chamber Orchestra, Chamber Choir, small instrumental and vocal ensembles, Concert Choir, Wind Ensemble, vocal and instrumental jazz ensembles, and the Highlanders. These groups ordinarily perform individually. However, several performers may be chosen from various groups to share in a choral-instrumental or chamber music concert. Registration for each of the following by permission of the instructor.

261. Vocal Chamber Music.

Open to all students upon audition. Includes Chamber choir and other small vocal ensembles. One-sixth term course credit.

262. Instrumental Chamber Music.

Open to all students upon audition. Includes the Chamber Orchestra and other small instrumental ensembles, i.e., woodwind quintet, brass quintet, string quartet, etc. One-sixth term course credit.

263. Jazz Ensemble.

Open to all students upon audition. Includes the Jazz Band, Vocal Jazz Ensemble, and other small performing jazz groups. One-sixth term course credit.

264. Concert Choir.

One-sixth course credit per term.

267. Wind Ensemble.

One-sixth course credit per term.

COURSES

101. Introduction to Music.

This course is designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. Open to all students.

102. Theory of Music I.

An approach to the elements of music--melody, harmony, rhythm, and form--as employed during the functional harmonic period through the development of skills in hearing, singing, keyboard, writing, and analysis.

103. Theory of Music II.

A continuation of Music 102.

201. Theory of Music III.

Advanced Harmony. A continuation of Music 103.

203. Counterpoint.

The principles of modern counterpoint. Analysis and composition of two- and three-part inventions. Introduction to canon and fugue.

204. Orchestration and Conducting I.

The study of orchestral instruments, their use in small and large ensembles, principles of conducting, interpretative study of both choral and instrumental scores with practical experience in arranging music for various groups, and conducting campus musical groups.

205. Orchestration and Conducting II.

A continuation of Music 204.

312. Teaching Music in the Elementary Schools.
Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique.

313. Music Education I.

Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles.

314. Music Education III.

Teaching and administration of instrumental music in public schools. Techniques of group instruction, materials, and equipment. Principles of organizing and teaching school orchestras and bands, including an intensive survey of literature.

321. History and Literature of Music I.

Music from the earliest times to 1750, especially concentrating on the Renaissance and Baroque periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of contrapuntal forms, i.e., the canon and fugue. Introduction to bibliographic materials and procedures for research in musical areas.

322. History and Literature of Music II.

Music from 1750 to 1900, the Classic and Romantic periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of the homophonic forms of music. Continued study of bibliographic materials and procedures.

323. History and Literature of Music III.

Music from 1900 to the present. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of serialism and other twentieth-century techniques. Continued study of bibliographic materials and procedures.

401. Seminar.

Field trips to selected off-campus cultural events.

402. Independent Study.

Individual study of a topic of special interest directed by a member of the staff. May be repeated for credit.

Richard Griffiths, music.

Philosophy

J. PRESCOTT JOHNSON, Professor, Chairman

The department of philosophy offers a program of studies which is designed to meet the varied and developing interests and needs of today's students. This program includes courses which are particularly designed to acquaint the student with the nature of philosophical thought. They reflect the distinctive character of philosophy in providing opportunity for students in the sciences, history, literature, art, religion, and education to become aware of the presuppositions and implications of their disciplines.

The department also offers courses in the major systematic and historical areas of philosphy. These courses enable the student to pursue advanced undergraduate work in philosophy and to become qualified for graduate study in philosophy.

A significant part of the program leading to a major in philosophy includes seminars and independent studies. They provide students

with the opportunity to study intensively in areas of their interest and ability.

DEPARTMENTAL MAJOR: A minimum of eight term courses in philosophy, including two terms of individual study. It is recommended that students distribute their work so as to have at least two courses in the history of philosophy and two courses in systematic philosophy.

DEPARTMENTAL HONORS: Graduation with departmental honors ordinarily requires a college cumulative grade point average of at least 3.0 and a departmental cumulative grade point average of at least 3.5. The student should apply for departmental honors during the first term of the junior year. In the senior year the student must submit to the philosophy faculty a senior thesis. To be awarded departmental honors, the thesis must carry the grade "pass with honors." Application forms, along with instructions governing submission of the thesis, are available from the department.

101. Introduction to Philosophy.

An introduction to the general field and methods of philosophy, and the basic problems in the philosophy of science and the philosophy of man and human culture.

102. Introduction to Logic.

A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.

210. Advanced Logic.

Techniques of symbolic logic and problems of logical theory.

211. Philosophy of Education.

Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, and seniors. This course may not be used to satisfy distribution requirements for graduation.

213. Philosophy of Religion.

A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen.

301. Greek and Medieval Philosophy.

A study of the development of Greek and Medieval philosophy, with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to historical roots of contemporary problems. Prerequisite: Philosophy 101, or junior or senior standing. Offered alternate years.

302. Modern Philosophy.

A continuation of 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: Philosophy 101, or junior or senior standing. Offered alternate years.

303. Ethics.

An analysis of basic moral concepts and a study of their application in personal choice and decision, and of the principal historical and contemporary ethical theories. Prerequisite: Philosophy 101, or junior or senior standing. Offered alternate years.

304. Political Philosophy.

Theories concerning the nature of the state, the nature of law, the authority of the state, and political obligation. A comparison of competing political philosophies. Prerequisite: Philosophy 101, or junior or senior standing.

305. Contemporary Philosophy.

Twentieth-century philosophy, its roots in 19th-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: Philosophy 301 and 302, or consent of the instructor. Offered alternate years.

315. Aesthetics.

A study of values in literature, music, painting and other arts, with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: Philosophy 101, or junior or senior standing. Offered alternate years.

316. Philosophy of Science.

The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: Philosophy 101, or junior or senior standing.

SEMINARS AND INDIVIDUAL STUDY

Each philosophy major is expected to take at least two individual study courses, one during each of the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

401. Philosophy Seminar.

A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four courses in philosophy.

402. Philosophy Seminar.

A continuation of Philosophy 401.

405. Philosophy of History.

A study of theories concerning the nature of historical knowledge and an examination of their assumptions. Seminars or independent study. Prerequisite: Philosophy 301, 302.

411. Junior Independent Study.

Individual reading, reports and papers in areas of special interest to the student. Prerequisite: four courses in philosophy.

412. Junior Independent Study.

A continuation of Philosophy 411.

421. Senior Independent Study.

A continuation of Philosophy 411 and 412, culminating normally in the preparation of a senior thesis. Prerequisite: Philosophy 412.

422. Senior Independent Study.

A continuation of Philosophy 421. Prerequisite: Philosophy 421.

Physical Education

ROBERT G. WOLL, Professor, Chairman, Director of Athletics
WILLIAM L. REICHOW, Assistant Professor
JACK M. STEGER, Assistant Professor (on leave 1976-77)
TERRY GLASGOW, Assistant Professor
JERED HOOKER, Instructor
BARBARA A. PRIEST, Lecturer

This department prepares the majority of its majors for teaching and coaching in the public schools at either the secondary or elementary level. Each student is provided a comprehensive background in physical education experiences and activities.

DEPARTMENTAL MAJOR: Each student must successfully complete six basic skills courses and a minimum of nine term courses approved by the department, including: 190, 210, 421, 422 and 425. In addition, for women: 209; for men: two of the following - 317, 318, or 319. All majors are required to show satisfactory performance on a standardized comprehensive examination in the third term of their junior year. Students will be charged a fee for this test.

TEACHING MAJOR: Students who wish to be certified for teaching physical education and coaching athletes should review the education department material and consult with the education department chairperson. For a teaching major all departmental major course requirements must be completed plus: 212, 213, 315, and Biology 217. In addition, women must take 311 and/or 320.
Students may select physical education as a second teaching field. Required courses: 210, 212, 213, 315, and 421. Women must also take 209 and men must select 317, 318, or 319 as their seventh course.
Students interested in recreation, physical therapy, or related areas may select these options as preparation for careers or graduate study in these specialities. Further information about these options can be obtained from the department chairperson.
Basic skills -- one-sixth term course credit will be given for each basic skill course with a maximum of one course credit in basic skills to be counted toward the degree.

BSM 103. Basketball

BSM 104. Volleyball.

BSM 105. Wrestling.

BSC 110. Physical Fitness.

BSC 111. Weight Training.

BSW 112. Synchronized Swimming.

BSW 114. Basketball.

BSW 115. Volleyball.

BSC 121. Beginning Bowling.

BSC 122. Beginning Golf.

BSC 123. Beginning Tennis.

BSC 131. Swimming.

BSM 132. Handball.

BSC 133. Racquetball.

BSC 134. Archery.

BSC 135. Fencing.

BSC 136. Badminton.

BSC 137. Life Saving.

BSC 138. Water Safety Instruction.

BSC 140. Gymnastics.

BSC 145. Modern Jazz Dancing.

BSC 151. Advanced Bowling.

BSC 152. Advanced Golf.

BSC 153. Advanced Tennis.

BSC 160. Cheerleading (requires special permission for credit).

PEC 200. Intercollegiate Sports.

190. Foundations of Physical Education.

An introduction to the profession with emphasis on its history, principles, objectives, programs, and professional opportunities.

209. Team Sports for Women.

An analysis of the skills necessary to perform selected team sports for women. The student must also demonstrate proficiency in each of team sports selected. Offered alternate years.

210. Individual Sports.

An analysis of the skills necessary to perform and teach selected individual sports. The student must also demonstrate proficiency in each of the individual sports. Not open to freshmen or non-majors.

212. Rhythmical Activities.

The fundamentals of rhythms, social, folk and square dance. Emphasis is placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to the methods of teaching.

213. Health Education.

A study of health and health education, including both public and school health. Emphasis is placed on program content and materials available in health for grades one through twelve. Non-majors must have permission from department chairperson to enroll.

Biology 217. Human Anatomy and Physiology.
(see Biology Department).

311. Elementary School Physical Education.

The development of the physical education program in the elementary grades. Emphasis is on program content and the methods of teaching physical education in the elementary school.

315. Kinesiology.

A mechanical and anatomical analysis of human motion. Prerequisite: Biology 217.

317. Coaching of Football.

A study of the methods and techniques of coaching football. Prerequisite: junior or senior standing. Non-majors must have permission from department chairperson to enroll. Offered alternate years.

318. Coaching of Basketball.

A study of the methods and techniques of coaching basketball. Prerequisite: junior or senior

standing. Non-majors must have permission from department chairperson to enroll. Offered alternate years.

319. Coaching of Baseball and Track.

A study of the methods and techniques of coaching baseball, track and field. Prerequisite: junior or senior standing. Non-majors must have permission from department chairperson to enroll. Offered alternate years.

320. Curriculum and Methods of High School Physical Education.

Methods of teaching physical education in the high school; also, the development of a high school physical education program. This course cannot be used for major requirements. Open only to juniors and seniors in the teacher training program.

325. Athletic Training and First Aid.

A study of athletic injuries and first aid with reference to safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment and rehabilitation of injuries. One-third credit. Offered alternate years.

420. Independent Study.

The independent study in physical education is developed under the guidance of the chairperson of the department. Arrangements must be made with the chairperson prior to enrolling in this course.

421. Organization and Administration.

The administration of physical education in elementary, junior, and senior high schools, including the organization of physical education, athletic and intramural programs. Program objectives, scheduling, budgeting, equipment and other related areas are covered. Prerequisite: PEC 311 or 320.

Dr. Terry Glasgow, physical education.

422. Leadership Training.

Designed to provide an internship-type of practical teaching and supervisory experience. Six experiences are required for the department major. Open only to junior and senior majors.

425. Tests and Measurements in Physical Education.

A study of tests and measurements used in physical education. Emphasis is on the administration of tests and grading procedures.

430. Adaptive Physical Education.

A study of the role of exercise in rehabilitating prevalent disabilities, medical liaison, fundamental concepts of adjustment and development of the handicapped. Prerequisite: Physical Education 315.

Physics

A. FRANKLIN JOHNSON, Professor, Chairman
CHARLES E. SKOV, Professor
PETER K. KLOEPPEL, Associate Professor

It is the aim of the physics department to provide a strong physics experience within the context of the liberal arts tradition, to provide the training in physics that is important to other science students and to provide for humanities and social science students an understanding of the significance of physics for society.

The department provides the flexibility for students to prepare for positions in industry or secondary school teaching or to proceed to graduate study. Students may combine their major in physics with work in other departments. This may be done to provide another area of competence for the secondary school teacher, to give the student a double major or to prepare for graduate study in areas other than physics or physics-related fields.

Students interested in engineering have the opportunity of entering a three-two cooperative program. Students in such a program can major in physics and, with careful planning, can meet all the graduation requirements of Monmouth College in nine terms. They then go on to one of several institutions for two years of engineering study. Upon successful completion of this five-year program, the student receives the bachelor's degree from Monmouth College plus the appropriate engineering degree.

Basic competence in physics within the framework of a liberal education, an understanding of the theoretical and experimental aspects of physics and their interaction in its historical development, and the development of the ability to learn independently are the goals of the physics major program.

DEPARTMENTAL MAJOR: A departmental major consists of a minimum of eight term courses including at least two term courses at the 300 level or above. In addition, the student must take the prerequisite mathematics courses. Students planning to pursue graduate studies should take the minimum of eight courses beyond the introductory sequence (110, 111, 112) and including 208, 210, 212, 302, 303 and either 308, 325 or 326. Programs may be planned with considerable flexibility to meet the individual student's needs with the approval of the adviser and the department.

103. Astronomy.

Astronomical observation and instrumentation-telescopy, spectroscopy, radio astronomy. The solar system; the sun and other stars. Lecture and laboratory.

105. Sound and Music.

An introductory level course covering the principles of sound generation, transmission and reception, musical sounds, principles and characteristics of various

musical instruments, architectural acoustics, sound recording and reproduction, noise pollution, and musical synthesis.

110. Introductory Physics.

(For science majors) Fundamentals of mechanics, heat and sound. Co-requisite: Mathematics 151.

111. Introductory Physics.

(For science majors) Fundamentals of electricity and magnetism. Continuation of Physics 110. Prerequisite: Physics 110. Co-requisite: Mathematics 152.

112. Introductory Physics.

(For science majors) Fundamentals of optics, atomic and nuclear physics. Continuation of Physics 111. Prerequisite: Mathematics 152 and Physics 111.

121. Introduction to Physics.

(For non-science majors) A descriptive course requiring a minimum of mathmatics covering classical and modern physics. Offered alternate years.

122. Introduction to Physics.

(For non-science majors) Continuation of Physics 121. Prerequisite: Physics 121. Offered alternate years.

208. Intermediate Mechanics.

Dynamics, motion of a particle in three dimensions, systems of particles, rotational dynamics, gravitation, continuous media. Prerequisite: Physics 110, 111, and 112, Mathematics 153.

210. Electrical Measurements.

Theory and use of instruments for the precise measurement of electrical quantities. Error analysis, direct current and alternating current circuit analysis. Prerequisite: Physics 112.

211. Electronics.

A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 111 or 122 or permission of instructor.

212. Optics.

Geometrical and physical optics. Reflection, refraction, optical instruments, interference, diffraction, dispersion, polarization, laws of radiation. Prerequisites: Physics 112, and Mathematics 254 or permission of instructor.

302. Quantum Mechanics.

Introduction to quantum mechanics. Prerequisites: Physics 208, Mathematics 254.

303. Electricity and Magnetism.

An intermediate course in principles of electricity and magnetism. Prerequisites: Physics 112, Mathematics 254.

308. Atomic and Molecular Physics.

Fundamental particles, atomic and molecular structure and spectra, X-ray spectra, electronic structure of atoms. Prerequisite: Physics 302.

325. Solid State Physics.

An introduction to solid state physics, crystal structure, thermal, dielectric, magnetic properties of solids, band theory and semiconductors. Prerequisite: Physics 302.

326. Nuclear Physics.

An introduction to nuclear physics, nuclear atom, experimental techniques, static and dynamic properties of nuclei, nuclear stability and nuclear spectra. Prerequisite: Physics 302.

356. Statistical Physics.

Thermodynamics, kinetic theory of gases and introductory statistical mechanics. Prerequisites: Physics 112, Mathematics 254.

401. Seminar.

Special topics in physics. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

410. Independent Study.

Individual project in advanced theoretical or experimental physics chosen by the student in consultation with the staff. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

The following courses are available to Monmouth students at Knox College:

Advanced Mechanics (Physics 341).

Electromagnetism (Physics 342).

Quantum Mechanics (Physics 343).

Psychology

A. DEAN WRIGHT, Associate Professor, Chairman
WILLIAM M. HASTINGS, Associate Professor
CHARLES J. MELISKA, Associate Professor (on leave 1976-77)

The department of psychology curriculum is designed to prepare students for graduate study or for entry into a variety of social services employment. The program for majors emphasizes research and methodological approaches to the study of behavior and to the application of psychological principles to social problems.

DEPARTMENTAL MAJOR: A departmental major must meet the following minimal requirements: (A) A minimum of one term course at the 100 level. (B) a minimum of eight term courses at the 200 level or higher. (C) a minimum of three term courses at the 300 level or higher. (D) Mathematics 106 or a passing score on a proficiency examination administered by the department of psychology. (E) Psychology 201, 202, and 410 are required of all majors. A grade of C or better is required in 201 and 202 before students may enroll in 315, 324, 326, 333, or 410. (F) A minimum of two term courses from among 315, 317, 324, 326, or 333. (G) Undergraduate Record Examinations are required of all majors and are normally taken during the third term of the junior year.

PREPARATION FOR GRADUATE STUDY: Students planning to pursue graduate studies will find Psychology 315, 317, 324, 326, 333, and 405 to be of particular value. Two, and possibly three terms of Senior Research (410, 411, 412) are recommended for students planning to enter traditional graduate programs. Proficiency in

computer programming is also highly recommended for students planning to continue their education.

PREPARATION FOR SOCIAL SERVICES EMPLOYMENT: Majors are encouraged to develop vocational skills by conducting independent studies (Psychology 351, 352) in social service agencies. These independent studies are designed to allow a student to apply the knowledge gained from course work to a particular social service problem. Depending upon student interest and agency needs, independent studies may be conducted at a mental health center, a vocational rehabilitation workshop, a school for handicapped children, a residential care center for adult retardates, a community center for the aged, and other local social service agencies.

INTRODUCTORY COURSES

111. Psychobiology and Conditioning.

Basic mechanisms of an organism's adaptation to his changing environment. A study of the principles of Pavlovian and instrumental conditioning and the physiological bases of sensation, motivation, and instinctive behavior.

121. Human Intelligence, Thought, and Memory.

The study of human behavior emphasizing behavior modification models of learning and information processing models of perception and cognition. An introduction to the principles of human learning, perception and memory.

131. Personality and Social Behavior.

Consideration of the basic similarities and differences among persons in their reactions to the physical and social environment. The influence of others upon one's behavior as a participant in social groups. Topics include aggression and violence, identity formation, attitude change, social norms and values.

ADVANCED COURSES

One introductory course from among 111, 121, and 131 is the prerequisite for all advanced courses in the department. Additional prerequisites are indicated, in certain cases, under the course description.

201. Research Methods in the Behavioral Sciences I.

Introduction to basic skills in scientific methodology, the logic of statistical inference, and the presentation and communication of data via the scientific report. Fundamentals of probability theory and application of descriptive and inferential statistics to behavioral research. Laboratory. Prerequisite: Mathematics 106 or a passing score on the department's proficiency examination. Offered in alternate terms.

202. Research Methods in the Behavioral Sciences II.

An extension of Psychology 201 with an emphasis on the design and analysis of multi-factor experiments. Laboratory experience in design. Conduct, analyze and report psychological research. Prerequisite: Psychology 201. Offered in alternate terms. Mathematics 103 recommended.

231. Developmental Psychology.

Examination of development from

conception through adulthood. An analysis of pertinent theories and research related to such processes as learning and perception.

250. Special Topics.

305. Persuasive Communication and Propaganda.

See Speech 305.

315. Animal Learning and Motivation.

A study of the acquisition, maintenance, modification, and extinction of learned behavior. The role of needs, incentives, and drive satisfaction in conditioning. Laboratory. Prerequisite: Psychology 202.

317. Physiological Psychology.

The role of physiological processes in the explanation of behavioral events. Electrochemical bases of neural conduction; physiology of sensation, sleep and dreaming; neural mechanisms in homeostasis, motivation and emotion. Theories of the biochemical basis of learning and drug action. Laboratory. Prerequisite: Psychology 111 and consent of the instructor.

324. Human Learning and Memory.

Emphasis on contemporary theories and research on verbal learning, short and long-term memory, concept formation, problem solving, and learning of motor skills. Laboratory. Prerequisite: Psychology 202.

326. Perception.

A study of the data, theory, and techniques of perceptual research including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Laboratory. Prerequisite: Psychology 202.

333. Experimental Social Psychology.

An analysis of interpersonal behavior and social interaction in small groups. Emphasis is placed on current theories and research in attitude formation and change, and in various aspects of group behavior including interpersonal attraction, conflict resolution, conformity, and group problem solving. Laboratory. Prerequisite: Psychology 202.

335. Psychopathology.

A study of the origin, symptoms and classifications of behavior disorders, including psychoneuroses, psychoses, psychosomatic disorders, mental deficiency, and character deviations. Comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two courses in psychology or consent of the instructor.

340. Personality.

An examination of the contributions of psychological theories and current research to the study of individual differences. Prerequisite: Two courses in psychology or consent of the instructor.

350. Special Topics in Psychology.

A seminar course on selected topic areas in psychology. The seminar permits an in-depth analysis of an important psychological problem or phenomenon. May be repeated for credit. Admission by consent of the instructor.

351, 352. Independent Study.

Directed individual study in an advanced area of psychology. Topic chosen by the student in consultation with a member of the staff. May be repeated for credit. Admission by consent of instructor.

405. Theoretical Problems in Psychology.

A consideration of the historical and philosophical roots of modern psychology. Contemporary theoretical approaches to psychological phenomena. Restricted to senior majors.

410, 411, 412. Senior Research.

The development and completion of a research project, generally in the form of an experiment. Project chosen by the student in consultation with the staff. A formal oral presentation is expected at the conclusion of the project. Prerequisite: Psychology 202 and consent of the staff.

Religious Studies

CHARLES J. SPEEL II, Professor, Chairman (on leave 1976-77)
J. STAFFORD WEEKS, Professor
PAUL H. McCLANAHAN, Chaplain, Associate Professor

Courses in the department have four main objectives:
1. To develop in students a knowledge of the contents of the Bible, the use made of it in the past and present, the areas of study closely allied to it, and the relationship of such knowledge to other fields of study.
2. To help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.
3. To develop in students a knowledge and understanding of the historical and doctrinal role of Christianity and other religions.
4. To prepare students for the varied tasks of lay leadership and to build a foundation for graduate study in the case of those preparing for professional leadership in society and for teaching in the field of religious studies.

The study of religion deals with history and values and motivations, corporate and personal. It deals with documents and literature, with theology and devotion. The department of religious studies, at Monmouth College, endeavors to serve:
1. Those students who are seriously interested in religion, either because their interest is primarily faith and commitment oriented or because their interest is primarily academically and intellectually oriented, (frequently, it is a combination of these two interests);
2. those students who may know little about religion but who have a curiosity about one or more areas of religion and wish to learn something about such an area or areas; and
3. those students who have more than a passing interest in religion and want to take one or more courses in religious studies even though their fields of academic connection are in other subject areas.

DEPARTMENTAL MAJOR: A minimum of eight term courses including Religious Studies 101 and 102 subject to the advice of the department.

101. Introduction to the Bible.

An introductory study of the Old and New Testaments and the Apocrypha.

102. Introduction to Christian Thought.

The major teachings of the Christiain faith with special emphasis on contemporary Christian thought.

103. Jesus.

A study of the life, character and teaching of Jesus as recorded in the New Testament together with attention to some estimates of his place and significance in the course of history.

201. Old Testament Studies.

A study of the Old Testament, including literature and religious thought.

202. New Testament Studies.

A study of the New Testament, including literature and religious thought.

203. Christian Social Ethics.

A study of contemporary social and ethical problems, with particular attention to Christian responses to these problems. Guest speakers, knowledgeable of social and ethical concerns, assist in making the course relevant.

205. Catholic Doctrine.

A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Catholic clergyman and a member of the department.

210. Judaism.

A study of Jewish religion, culture and history during the Christian (or Common) era. Topics such as holy days, Zionism, divisions in Judaism, philosophers, writers, life in Israel, ghetto history, anti-semitism, Jewish relations with Christians and Jewish-Arab relations are considered.

213. Philosophy of Religion.

See Philosophy 213.

250. Special Topics.

301. Archaeology of the Biblical World.

The bearing of archaeological and historical investigations on the life and literature of the Old and New Testaments, along with a study of the relationship of neighboring cultures.

311. Church History, Ancient and Medieval.

The Christian Church up to 1450 A.D., including a study of teachings, organization, ecclesiastical movements and church leaders.

312. Church History, Reformation and Modern.

The Christian Church from 1450 A.D. to the present, including a study of teachings, organization, ecclesiastical movements, and church leaders.

321. The Religions of India and the Middle East.

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Hinduism, Jainism, Zoroastrianism, Sikhism, and Islam.

322. The Religions of Southeast Asia, China, and Japan.

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Buddhism, Taoism, Confucianism, and Shinto.

SEMINARS AND INDIVIDUAL STUDY

333. Christian Education.

A study of the major writings in the field, coupled with a supervised field work program in the Christian education department of one of the local churches. Departmental consent required.

401. Seminar.

Open to sophomores, juniors, and seniors, subject to the consent of the department. Topics vary as the course is offered.

412. Reading Course.

On problems of interest to the student. Open only to majors.

The following courses are available to Monmouth College students at Knox College:

Judaism, Catholicism and Protestantism (Religion 301).
Contemporary Theological Thinking (Religion 303).

Reverend Paul McClanahan, religious studies.

Sociology

DEAN G. EPLEY, Professor, Chairman
CAROLYN TYIRIN KIRK, Assistant Professor

Sociology plays an important role in general liberal arts education by freeing the mind from the narrow limits of time, place and circumstance. Its study lends perspective to the social order in and by which human beings must survive and to the deepened understanding of life itself.

A fundamental task of sociology is to afford its students with an appreciation of the recurrences and regularities of human social affairs and to suggest alternative paths for the direction of these affairs.

Some students study sociology for its general contribution to intellectual and emotional growth and understanding without regard to specific vocational goals. Career-oriented majors find satisfying positions in business, community planning, government, industry,

personnel work, research, social welfare, and teaching. Departmental faculty recognize these individual differences in educational and vocational interests. Through counseling, appropriate courses are chosen to strengthen and broaden the student's background for entry into either a vocation or advanced study.

DEPARTMENTAL MAJOR: A major in sociology consists of a minimum of ten courses in the Department including introductory (101 or 221), anthropology (103 or 224), methodology (223), social organization (one from 321, 322, or 323), social processes (one from 324, 325, or 326), theory (411), seminar (one from 413, 414, 415, or 416), and senior project or internship (420). Majors should plan to meet the social sciences and history distribution requirement with courses in two departments other than sociology. Biology and statistics are strongly recommended for the requirement in natural science and mathemtics.

DIVISIONAL MAJOR: For students wishing to complete a social science divisional major combining sociology with another discipline, six courses distributed as follows fulfill the sociology component: introductory (101 or 221), anthropology (103 or 224), social organization (one from 321, 322, or 323), social processes (one from 324, 325, or 326), and one 400 level course plus an additional 300 or 400 level course.

AREAS OF CONCENTRATION: Students interested in fields related to sociology may select from two other areas of concentration.

(a) Anthropology. The interdisciplinary study of anthropology, embracing archaeology, cultural anthropology, linguistics, and physical anthropology, is possible through use of the combined resources of Monmouth and Knox Colleges and the Newberry Library in Chicago. There is a focus on the cultures of Southwestern United States and South East Asia at Monmouth College and Meso-America at Knox College. A minimum of twelve courses is required including Sociology 101 or 221, 103, 224, 322 or 323, 325 or 326, 414, 415, and 420 plus selected courses in each of the four areas of distributional requirements. Certain courses in language and communication (classics or speech), natural sciences and mathematics (biology or geology), social sciences and history (government or history), and humanities and the fine arts (art or religious studies) may be used to satisfy both the distributional and the major requirements.

(b) Health and Human Services. Students planning careers in social work or health care delivery systems can select courses within the sociology major that will directly provide pre-professional backgrounds and may also undertake contractual study for an internship with one of the local community agencies serving Warren and adjacent counties such as hospitals, nursing homes, and rehabilitation centers.

SPECIAL PROGRAMS:

(a) **Health Careers.** All students enrolled in the nursing and medical technology programs with Rush Medical School are required to take Sociology 102, Social Problems and Sociology 227, Contemporary Perspectives on Health. (b) **East Asian Studies.** The regularly offered courses in Sociology 102 and Sociology 224 are suitable for inclusion in the East Asian Studies Program. Resources are available for students wishing to do an independent research project (Sociology 420) on a Southeast Asia theme.

101. Introduction to Society.

Introductory description and analysis of the structure and dynamics of human society.

102. Social Problems.

Introductory survey of the sociological aspects of selected major contemporary social problems. Required of all students in the Rush Medical School of Nursing Program.

103. Societies Around the World.

Social anthropological study of selected types of societies, pre-industrialized to industralized, in the major habitats of the world.

221. Principles of Sociology I: Concepts.

Intensive study of the major sociological concepts used as tools for analysis of the structure and dynamics of human society. First course in the sequence in Principles of Sociology required of all department majors. Must be taken in sequence.

223. Principles of Sociology II: Methodology.

Systematic, non-statistical study of the principles guiding sociological investigation; identification and formulation of research problems and issues, the explication of assumptions, the development of hypotheses, and assessment of the aptness of various research tools and techniques. Second course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence.

224. Cultural Anthropology.

Anthropological perspective on man's origin and culture with emphasis on the uniformity and variation found in the social systems of institutions, technology, beliefs, attitudes, and values across time and space.

227. Contemporary Perspectives on Health.

The problem of health viewed across disciplinary lines with emphasis on cultural definitions; social and personal handling; organization and administration of health care delivery systems; development, implementation, and evaluation of national health policies; and trends in health care. Required of all students in Rush Medical School of Nursing Program.

250. Special Studies in Sociology.

An opportunity for non-majors, in particular, to examine selected problems and issues from a sociological perspective. May be repeated for credit.

321. Social Organization I: Typologies.

Intensive study of selected types of social organization developed as theoretical models of society. Em-

phasis on classical as well as modern formulation.

322. Social Organization II: Demographic and Ecological.

Intensive study of selected aspects of the interrelationship between the number and distribution of populations and their physical environments. Content variable with each offering but selected from Social Stratification, Demography, Population Problems, and Urban Sociology. May be repeated for credit.

323. Social Organization III: Institutional.

Intensive study of the normative patterns of behavior, value systems, and processes of interaction occurring within particular social institutions. Content variable with each offering but selected from the Family, Social Welfare, Political Sociology, Organizational Behavior, Sociology of Education, Sociology of Religion, and Sociology of Work. May be repeated for credit.

324. Social Processes I: Microprocesses.

Sociological study of social processes in the primary group setting. Emphasis on socialization of the self, small group dynamics, and definitions of the situation.

325. Social Processes II: Macroprocesses.

Intensive study of sociological contributions to understanding universal large-scale processes of social change and social mobility. Emphasis on the secularization, industrialization, urbanization, and bureaucratization of society and implications for the individuals, societies, and cultures involved.

326. Social Processes II: Control and Deviance.

Intensive study of conformity and deviance as processes and their consequences. Content variable with each offering but selected from Collective Behavior, Crime, Delinquency, Social Conflict, Social Control, the Sociology of Aging, and the Sociology of Mental Health. May be repeated for credit.

411. Seminar in Theory.

Advanced study of the development of sociological theory. Content variable with each offering but selected from History of Social Thought, Contemporary Sociological Theory, and Constructing Models of Social Theory.

412. Seminar in Methodology.

Advanced study of selected problems of techniques and methodology in sociological research.

413. Seminar in Problems and Issues.

Advanced study in depth of a single social problem or issue such as drug addiction, alcoholism, liberation movements, race relations, sex discrimination, social revolution, or suicide. May be repeated for credit.

414. Seminar in Anthropology.

Advanced study of a selected topic in anthropology. Content variable with each offering but selected from Culture and Personality, Field Study in Anthropology, Area Study, Techniques of Anthropological Research, and Theory in Anthropology. May be repeated for credit.

415. Seminar in Comparative Social Systems.

Advanced study in depth of selected social systems emphasizing the comparative, cross-cultural, multidisciplinary approach. May be repeated for credit.

416. Seminar in Urban Sociology.

An intensive off-campus, living-in

experience within the urban community of Chicago. Offered as a part of the Urban Studies Program of the Associated Colleges of the Midwest (4.5 term course credits).

420. Contractual Study.

Sociology and anthropology majors may contract for a research project which demonstrates the ability to use an appropriate frame of reference consisting of relevant concepts, theory, and techniques to investigate a problem, issue or theme of iinterest to the student. Majors in other areas of concentration may contract for an internship with a community health, human service, or other agency if these can be mutually arranged. Prerequisite: Sociology 411. Students normally require two terms to complete the required work.

Speech Communication Arts

JAMES L. DeYOUNG, Assistant Professor, Chairman
PATRICIA KAY FELKINS, Assistant Professor
LEROY KING, Assistant Professor and Dean of Students

There are three basic areas of study offered within the speech communication arts: interpersonal and public communication, mass communication, and theatre arts. A prospective major may balance his courses among these three areas or choose to emphasize one of the tracks.

An interpersonal and public communication emphasis is recommended for students preparing for careers in business, public relations, personnel management, social or government service, law, politics, religion, counseling, or graduate work in communications.

A mass communication emphasis is particularly appropriate for those interested in educational or commercial media (radio, television, advertising, journalism) or graduate study in broadcasting and related fields. Studies in this area are coordinated with the college radio station, WMCR, and the television facilities of the audio visual services department.

The theatre arts track is focused toward developing an appreciation of the performing arts and the training of secondary teachers. A careful selection of courses plus extensive participation in the activities of Crimson Masque, the college drama organization, can also lead to graduate or professional training schools in the area.

Students motivated toward secondary teaching certification are strongly advised to take a balanced program from all three departmental areas.

Through its Center for the Study of Communication Arts, the department offers a wide range of activities including competitive forensics and individual events, specialized research, and a touring Readers Theatre Company.

Since the field of speech communication has such broad application

to other disciplines and endeavors, the department takes a particular interest in developing topical and double major programs for students in the closely related fields of business administration, psychology, English, government, education, learning disabilities, and art.

DEPARMENTAL MAJOR: A speech communication arts major consists of a minimum of eight courses, only two of which can be at the 100 level, and including

a. SCA 106-Oral Interpretation of Literature or SCA-206 Voice and Diction,

b. a minimum of at least one course from each of the departmental tracks of interpersonal and public communication, mass communication, and threatre arts,

c. a Seminar or Independent Study

100. Speech Communication Arts Workshops.

100-1 Forensics, 100-2 Theatre Arts, 100-3 Mass Communication, 100-4 Language Development. Open to all students. No prerequisites. Credit is given for staff supervised participation in the activity areas listed above. One-sixth term course credit. May be elected for a maximum of six terms.

101. Introduction to Speech Communication.*

A practice-oriented introduction to the forms of speech including personal, group, and public communication.

106. Oral Interpretation of Literature.*

The art of sharing literature orally is studied from the viewpoint of its singular creative needs. Solo and group performance of prose, poetry, and drama stresses literary analysis, mental and emotional assimilation of ideas, and the projection of meaningful content through verbal and nonverbal means.

110. Introduction to Theatre and Cinema.***

A course designed to give the beginning student a critical platform upon which to base his own evaluation of plays and films. Selected readings of playscripts, film scenarios, and general criticism are augmented by planned viewing experiences in both art forms.

121. Mass Media and Modern Society.

An inquiry into the mass media of our time (print, film, radio, television, etc.). Study of the forces which created them, the way they are organized, and the effects they are having in society. Special attention given to the theories of mass communication and the medium of television.

200. Advanced Speech Communication Workshops.

200-1 Forensics, 200-2 Theatre Arts, 200-3 Mass Communication, 200-4 Language Development. A continuation of SCA 100 primarily for upper division students. Additional work or position of responsibility within activity required. One-third term course credit. May be elected for a maximum of six terms.

201. Discussion and Small Group Dynamics.*

A study of task oriented small group communication emphasizing ef-

fective organization, participation, and leadership. Corrective methods are explored for specific problems that may hinder small groups. Opportunity for participation in and analysis of small group interaction.

202. Non-verbal Communication.**

An introduction to non-verbal communication in everyday interaction, social groups, business and commerce, and culture as a whole. Emphasis on reading, observation, analysis, and presentation of research through individual and group projects.

206. Voice and Diction.**

A study of sound transfer and vocal production from the physiological and psychological points of view. Individual projects arranged to assist in voice development for performance, the understanding of dialectal patterns, and recognition of speech disorders.

207. Language, Learning, and Pathology.**

A study of the process of normal speech and language development along with a survey of the causes, types, and treatment of the most common disorders.

212. Beginning Acting.***

Open to all interested students. A basic introduction to the art and history of stage acting is combined with practical exercise material and short scene performances.

214. Technical Production I.***

A study of the basic elements of scenery, costume, and makeup design for theatre, film, or television. Includes laboratory exercises. Prerequisite: SCA 110, SCA 121, or consent of the instructor.

216. Technical Production II.***

A study of scenic construction, lighting design, and special effects for application to theatre, film, or television. Prerequisite: SCA 110, 121, or consent of the instructor.

225. Radio Broadcasting.

A survey of the historical development and current operational and management trends within the industry, combined with practical training in announcing techniques, copy writing, editing, and program planning. Prerequisite: SCA 121, or consent of the instructor.

250. Special Topics.

301. Business and Organizational Communication.*

Analysis of organizational communication theories and methods. Study of organizational climate, motivation, leadership supervision and specific patterns of miscommunication within an organization. Practice in forms of communication used in the business community.

305. Persuasive Communication and Propaganda.*

The classic concepts of persuasion and argumentation are presented as a background to modern theories of how human beings effect changes in each other's beliefs, attitudes, and behavior. Opportunity to prepare and present persuasive efforts will be afforded. (Cross listed as Psychology 305.)

310. Development of the Drama.***

A survey of the theatre of the Western World from ancient Greece to the 19th century. Emphasis on the evolution of playwriting, acting styles, production elements, theatre architecture, and audience composition. Open to all students.

315. Principles of Directing.***

This course is designed for the

serious student in performance who desires exposure to the practical and theoretical elements of directing. Readings in theory are combined with exercises in analysis, pictorial composition, movement, and production organization. Prerequisite: a minimum of two courses chosen from SCA 110, 112, 212, 214, 216, 310, or performance experience.

321. Television Production.***

An introduction to the fundamentals of television including the handling of cameras and switching equipment, scriptwriting, graphics, and production techniques. Laboratory exercises will focus on the preparation of actual programs. Prerequisite: a minimum of two courses chosen from SCA 121, 214, 216, or 316.

340. Introduction to Linguistics and Phonetics.

See Modern Foreign Language 340.

401. Independent Study.

A faculty directed program of individual study based on reading, research, clinical study, or creative performance.

403. Seminar in Speech Communication.

A problem or topic centered seminar designed for junior or senior majors. Specific content is announced prior to offering.

420. Methods of Teaching Speech-Communication Arts.

A detailed study of the special problems facing the secondary school teaching candidate in speech communication. Special attention will be paid to the development and criticism of oral assignments and the operation and organization of co-curricular speech activities. Co- or Pre-requisite: Education 340.

Cast members from The Real Inspector Hound, the fall, 1976 dramatic production. Dr. James DeYoung, director, is standing at left.

* Course satisfies Language and Communication Distribution Requirement, Section 2.

** Course satisfies Language and Communication Distribution Requirement, Section 4.

*** Course satisfies Humanities and Fine Arts Distribution Requirement.

Military Science (ROTC)

LIEUTENANT COLONEL EARL H. TALLEY, Chairman
MAJOR KENNETH J. ROCHON
CAPTAIN RICHARD D. LIPSEY, JR.
CAPTAIN RONALD V. LEVIN

The military science program provides a valuable adjunct to a liberal arts education, helping to prepare college graduates to assume productive roles in either civilian or military sectors. The curriculum addresses practical management skills and establishes a broad base for progression in any field of endeavor.

The objectives of the department are to develop a student's leadership and managerial potential; to aid in the development of a student's ability to think creatively and speak and write effectively; and to provide an understanding of the nature of military operations. Inherent in these objectives is the encouragement of mental and moral standards essential to both the military service and civilian professions. This includes a deep appreciation of human relations, fundamentals of self-discipline, standards for appearance and performance, and a strong sense of personal integrity and individual responsibility.

The department of military science is fully integrated with the Monmouth College community, and only those Army officers who possess credentials required by the College are assigned to the department of military science as instructors. The majority of the courses are related to other academic disciplines, and instructors from those departments frequently appear as guest speakers in military science classes. All military science courses are awarded academic credit, count as electives for graduation requirements, and are computed in the grade point average. In addition students are awarded a full-course credit for successful completion of the ROTC Basic and Advanced summer camps.

Classroom instruction utilizes techniques for analysis and decision which are widely accepted in managerial professions. Teaching methods include seminars, conferences, map exercises, guest speakers and group discussions supplemented with a wide variety of audio-visual aids. Courses normally meet two periods per week and are open to elective students as well as cadets.

BASIC COURSE SEQUENCE

101. Developmental Activities

A variety of activities designed to provide a foundation for life-long carryover. Specific offerings vary from term to term, but generally include such activities as orienteering, water survival, wilderness skills, first aid, etc.

102. American History: The Military Role.

A study of the development of

American military institutions, policies, experience, and traditions in peace and war from colonial times to the present. Emphasis is on the relationship between the military and other aspects of American society and the role of the military in the establishment, expansion, preservation, and development of the nation. One-half course credit.

103. Introduction to Tactics and Operations.

Relationships of military leadership to management skills. Addresses troop leading procedures; basic organizational techniques; mission, organization, and composition of small military teams stressing firepower, movement, and communication. One-half course credit.

201. Map and Aerial Photograph Interpretation.

Introduction to land navigation; grid reference systems, marginal information and topographic symbols, determine unknown locations by intersection and resection; map and polar coordinates, plot and measure azimuths and use of compass; use of aerial photographs as map supplements. One-half course credit.

203. Military Skills Core.

A variety of offerings providing prospective military science students essential military knowledge necessary for entry into the Advanced Course. The student may choose from among such courses as the Geneva Convention, Military Service Orientation, and Customs of the Service.

American Government.

A course is required which studies the principles, structures, processes, and functions of government with emphasis on the national government. Government 103, Introduction to American National Government, satisfies this requirement.

ADVANCED COURSE SEQUENCE

301. Methods of Instruction.

Introduction to the principles and techniques of oral communications with emphasis on individual initiative and ingenuity. Concentration on lesson planning, control of interest, effective speaking, and the process of communicating ideas to a specific audience. Practice in preparation and presentation of short speeches. One-half course credit.

302. Interpersonal Relations and Organizational Effectiveness.

An examination of the apparent conflict between the scientific management and human relations schools of thought concerning organizational effectiveness. Focus on the influence processes, and development of social exchange skills while achieving effective organizational performance. One-half course credit.

303. Theory and Dynamics of the Military Team.

Mission, organization, and composition of basic military teams; includes principles of offensive and defensive tactical operations with emphasis on planning, troop leading procedures, and fire support coordination. One-half course credit.

311. National Security in a Changing World.

Introduction to the structure and dynamics of the international political system; addresses major changes in the relations of nation states and military implications on U.S. foreign policy. Areas discussed are the component parts of the international system, spectrum and use of force among nations, contemporary major world events, and

internal defense and development against insurgency. One-half course credit.

312. Leadership in Small-unit Operations.

Analysis of the leader's role in directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions to include communication systems, intelligence gathering. One-half course credit. Interpersonal relations and credibility structuring in organizational context. Use of case studies and role playing to illustrate the role and functions of managerial executives. One-half course credit.

313. Military Law and Adminstration.

The application of fundamental concepts of military justice, staff operations, and unit administration. Principal subject areas are organization and functions of the staff (personnel management, the intelligence cycle, logistics), plus the human relationships of leadership. One-half course credit.

Mr. Peter Bunce, chairman of the Senate, talks with student representatives to the governing board.

Directory

THE MONMOUTH COLLEGE SENATE

Responsibility for the control and operation of the entire program of the College is vested by charter in the Monmouth College Senate. Meeting three times a year, the Senate sets policy for the College, oversees the activities of the faculty and administration and works with both groups in establishing plans for the long-range development of the institution.

Senate members come from widely varied geographical areas and represent a number of occupations and professions. The Senate includes six operating committees: Academic Affairs, Admissions, Development and College Relations, Finance and Business Affairs, Nominations and Degrees, and Student Affairs.

The Officers

DEBOW FREED, President, Monmouth College, Monmouth, Illinois, ex officio.

PETER H. BUNCE, Chairman; President, The Bunce Corporation, St. Louis, Missouri.

WILLIAM M. LESUER, '48, Vice Chairman; Vice President Research and Development, The Lubrizol Corporation, Cleveland, Ohio.

MRS. H. A. LOYA, '40, Secretary of the Senate; Monmouth, Illinois.

MRS. JACK BENNETT, Assistant Secretary of the Senate; Monmouth, Illinois.

ROBERT E. ACHESON, '28, Treasurer; Operations Supervisor (Retired), Illinois Bell Telephone Company, Monmouth, Illinois.

Senate Emeriti

SIGMUND KUNSTADTER, Chairman (Retired), The Formfit Company, Chicago, Illinois.

DANIEL M. MacMASTER, President and Director, Museum of Science and Industry, Chicago, Illinois.

ROBERT T. McLOSKEY, '28, Legislative Consultant, Monmouth, Illinois.

PAUL E. WARFIELD, '24, President, Warfield-McCullough, Monmouth, Illinois.

Senate Membership

BENJAMIN F. BAILAR, Postmaster General, U. S. Postal Service, Washington, D. C.

JOHN C. BAILAR, JR., Professor of Inorganic Chemistry, (Retired), University of Illinois, Urbana, Illinois.

LAWRENCE BECK, Senior Vice President, Waste Management, Inc., Oak Brook, Illinois.

CORTLEY BURROUGHS, Pastor, First United Presbyterian Church, Alton, Illinois.

MRS. ANTON CASTAGNOLI, '51, Owner, Cock Robin Ice Cream Company, Naperville, Illinois.

ROBERT J. CLENDENIN, '26, Attorney, Monmouth, Illinois.

KENNETH E. CRITSER, Partner, Kritzer, Stansell and Critser, Attorneys, Monmouth, Illinois.

ROBERT T. CUTHILL, Executive Presbyter, Presbytery of Great Rivers, Peoria, Illinois.

WALTER THOMAS DURHAM, Chairman, Durham Manufacturing Company, Gallatin, Tennessee.

MRS. PETER FISHBURN, '58, Homemaker, State College, Pennsylvania.

ROGER J. FRITZ, '50, Organization Development Consultant, Naperville, Illinois.

KENNETH GEIGER, '53, Division Head, Health Physical Education, Driver Education & Athletics, J. S. Morton High School & Junior College, Cicero, Illinois.

RAMON J. (RAY) GREEN, Owner, Ray Green Motors, Jacksonville, Illinois.

EDWARD C. HOERR, Executive Vice President, Chris Hoerr & Son Company, East Peoria, Illinois.

J. ALLAN JOHNSON, '56, President, South Park Travel Service, Moline, Illinois.

HAROLD W. KNAPHEIDE, III, Executive Vice President, Knapheide Mfg. Co., Quincy, Illinois.

MRS. RALPH A. LIDDLE, Fort Worth, Texas. (Honorary Director)

A. BRUCE MAINWARING, Chairman of the Board, Uniform Tubes, Inc., Collegeville, Pennsylvania.

JAMES W. MARSHALL, '36, Physician, Monmouth, Illinois.

GRAHAM McMILLAN, '37, Vice President Research & Development, Commercial Solvents Corporation, Terre Haute, Indiana.

N. BARR MILLER, '28, Partner, Haynes & Miller, Counselors at Law, Washington, D. C.

LEE L. MORGAN, President and Chief Operating Officer, Caterpillar Tractor Co., Peoria, Illinois.

JAMES J. NIXON, JR., '50, Special Justice, Third District Court of Eastern Middlesex, East Cambridge, Massachusetts.

WILLIAM R. O'NEILL, Pastor, Westminster Presbyterian Church, Peoria, Illinois.

ANDREAS A. PALOUMPIS, Dean of the College, Illinois Central College, East Peoria, Illinois.

ODELL E. POWERS, President and Chief Executive Officer, Turbodyne Corporation, Minneapolis, Minnesota.

ROGER W. RASMUSEN, '53, Financial Vice President, DeKalb Ag Research, Inc., DeKalb, Illinois.

MRS. JAMES SCHRAMM, Civic Leader & Homemaker, Burlington, Iowa.

JOHN W. SERVICE, '35, Division Manager, Salary Administration, Deere & Co. (Retired), Monmouth, Illinois.

MRS. M. J. SPARKS, Assistant Curator of the Print & Drawing Collection, Art Institute in Chicago, Chicago, Illinois.

HARRISON I. STEANS, Chairman of the Board, LaSalle National Bank, Chicago, Illinois.

CLAYTON V. TAYLOR, '26, President Emeritus & Director, Herndon Federal Savings & Loan, Herndon, Virginia.

JENNIFER L. TOMS, '68, Advertising Manager, College Division, Scott, Foresman and Company, Glenview, Illinois.

FRED W. WACKERLE, '62, Management Consultant and Partner, McFeely, Wackerle Associates, Chicago, Illinois.

Administrative Organization

DeBOW FREED, B.S., M.S., Ph. D.	President

ACADEMIC AFFAIRS

J.STAFFORD WEEKS, A.B., M.Div., Ph. D.	Dean of the College
MILTON L. BOWMAN, B.S., M.A., Ph. D.	Registrar
HARRIS R. HAUGE, A.B., M.A.	Librarian
WITOLD NOVAK	Director of Audio-Visual Services
PAUL H. McCLANAHAN, A.B., B.D., S.T.M.	Chaplain
JOHN D. ARRISON, B.S., M.S., Ph. D.	Director of the Computer Center
ROBERT WOLL, B.S., M.S., '36	Director of Athletics

STUDENT AFFAIRS

LeROY O. KING, B.A., B.D., Ph.D. '45	Dean of Students
ELWOOD BALL, B. Mus., M. Mus.	Associate Dean of Students
CEOLA HOLLAND, R.N.	Nurse

COLLEGE RELATIONS, ADMISSIONS, AND FINANCIAL AID

GLEN D. RANKIN, B.A. '43	Director of College Relations Director of Admissions
GORDON K. YOUNG, B.A. '61	Director of Financial Aid
JOHN M. FETTIG, B.A.	Associate Director of Admissions
IRMA S. ALLEN, B.A., M.Ed.	Admissions Counselor
CAROL A. KREIDER, B.S., M.A.	Admissions Counselor
SUSAN G. MARDJETKO, B.A., '74	Admissions Counselor
VICTORIA C. LWIN, B.S.	Administrative Assistant
GORDON W. MESLEY, B.A.	Director of Development
WILLIAM C. MURSCHEL, B.A. '75	Director of Public Information
KATHRYN K. ALEXANDER, B.A., '75	Director of Alumni and Parent Relations

BUSINESS AFFAIRS

G. ROBERT BALLMAN, B.A.	Business Manager
MATTHEW E. WATSON, B.A., M.A.	Director of Personnel and Purchasing
ROBERT J. KLAPPROTH, B.A., M.Ed.	Director of Auxiliary Services
WILLIAM M. HUTCHINS, B.A. '36	Supervisor of Office Services
DEAN ST. LEDGER	Superintendent of Buildings and Grounds

The Faculty

DEBOW FREED
President, B. S., U. S. Military Academy, 1946;
M. S., University of Kansas, 1961;
Ph. D., University of New Mexico, 1966.

Professors Emeriti

EVA H. CLELAND, Professor of English Emerita.

PAUL CRAMER, Professor of Mathematics Emeritus.

DOROTHY DONALD, Professor of Spanish Emerita.

ROBERT W. GIBSON, President Emeritus.

MARTHA M. HAMILTON, Professor of Art Emerita.

THOMAS H. HAMILTON, Professor of Appreciation of Art Emeritus.

HEIMO A. LOYA, Professor of Music Emeritus.

ALBERT C. NICHOLAS, Professor of Education Emeritus.

MADGE SANMANN, Professor of Sociology Emerita.

SAMUEL M. THOMPSON, Alumni Professor of Philosophy Emeritus.

CHARLES E. WINGO, Professor of Education Emeritus.

BENJAMIN T. SHAWVER, Professor of Education Emeritus.

ROBERT WOLL, Professor of Physical Education Emeritus.

Active Faculty

ALLISON, DAVID C. 1962
Professor of Biology. B.S., University of Illinois, 1956; M.S., 1957; Ph. D., Pennsylvania State University, 1960.

ARRISON, JOHN D. 1962
Associate Professor of Mathematics and Director, Computer Center. B.S., Michigan State University, 1956; M.S., ibid., 1958 Ph. D., University of Iowa, 1970.

BALL, ELWOOD H. 1953
Associate Dean of Students and Assistant Professor of Music. B. Mus., University of Michigan, 1947; M. Mus., ibid., 1952.

BLUM, HARLOW B. 1959
Associate Professor of Art. B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966.

BOONE, G. E. 1965
Lecturer in Oriental Art. Commander, USN (Retired).

BOONE, KATHARINE P. 1965
Lecturer in Oriental Art. A. B., Monmouth College, 1930; M.A., Pennsylvania State University, 1936.

BOSWELL, R. D., JR. 1962
Professor of Mathematics. B.A., Mississippi State University, 1950; M.S., ibid., 1951; Ph. D., University of Georgia, 1957.

BOWMAN, MILTON L. 1959, 1968
Registrar and Professor of Biology. B.S., University of Louisville, 1951; M.A., University of Missouri, 1954; Ph. D., ibid., 1959.

BRETT, CECIL C. 1963
Professor of Government and History and Director, East Asian Studies. B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph. D., University of Michigan, 1956.

BUCHHOLZ, ROBERT H. 1950
Professor of Biology, B.S., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph. D., University of Missouri, 1957.

CROW, MARY B. 1946
Associate Professor of History, A.B., Monmouth College, 1941; Ph. M., University of Wisconsin, 1945.

DADONNA, JACK 1973
Lecturer in Education. B.S., Mansfield State College, 1956; M. Ed., Pennsylvania State University, 1958; C.A.S., ibid., 1962 (part-time)

DAVISSON, ANNA M. 1965
Reference Librarian and Assistant Professor of Library Science. B.A., Indiana University, 1961; M.A., ibid., 1963.

FELKINS, PATRICIA KAY 1975
Assistant Professor of Speech-Communication Arts. B.A., College of the Ozarks, 1969; M.A., University of Arkansas, 1970; Ph. D., University of Missouri, 1975.

FINCH, SALLY JO 1974
Lecturer. B.S., Illinois State University, 1965.

FOX, BERNICE L. 1947
Associate Professor of Classics. A.B., Kentucky Wesleyan College, 1932; M.A., University of Kentucky, 1934.

DeYOUNG, JAMES L. 1963
Assistant Professor of Speech-Communication Arts. A. B., Beloit College, 1959; M.A., Bowling Green University, 1960; Ph. D., University of Minnesota, 1974.

EPLEY, DEAN G. 1970
Professor of Sociology. B.A., Kent State University, 1947; M.A., ibid., 1950; Ph. D., Michigan State University, 1953.

GEBAUER, PETER A. 1975
Assistant Professor of Chemistry. B.S., Harvey Mudd College, 1965; Ph. D., University of Illinois, 1970.

GLASGOW, TERRY L. 1972
Assistant Professor of Physical Education. B.A., Parsons College, 1966; M.A., Northeast Missouri State, 1970; Ph. D., Northwestern Louisiana State University, 1972.

GRAHAM, JON M. 1976
Lecturer in Mathematics. B.A., Aurora College, 1973; M.S., Northern Illinois University, 1975.

GRIFFITHS, RICHARD L. 1967
Assistant Professor of Music. B.M.E., Wichita University, 1964; M.M.E., ibid., 1966.

HASTINGS, WILLIAM M. 1969
Associate Professor of Psychology. B.S., Loyola University, 1962; M.A., Southern Illinois University, 1966; Ph. D., ibid., 1969.

HAUGE, HARRIS R. 1963
Head Librarian and Professor of Library Science. B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.

HOOKER, JERED G. 1976
Instructor of Physical Education. B.S., Illinois Wesleyan University, 1970; M.S., Illinois State University, 1976.

HOY, DANIEL J. 1973
Assistant Professor of Chemistry. B.S., University of Wisconsin, 1962; Ph. D., Pennsylvania State University, 1970.

JOHNSON, A. FRANKLIN 1966
Professor of Physics. B.S., University of Alberta, 1938; M.A., University of Toronto, 1947; Ph. D., ibid., 1949.

JOHNSON, J. PRESCOTT 1962
Professor of Philosophy. A.B., Kansas City College, 1943; A.B., Kansas State College, 1946; M.S., ibid., 1948; Ph. D., Northwestern University, 1959.

JONES, NANCY A. 1976
Lecturer in Art. B.A., Case Western Reserve,, 1964; M. Ed., University of Pittsburgh, 1966.

KENNEDY, ADELE 1946
Associate Professor of English. B.A., University of Iowa, 1927; M.A., ibid., 1928.

KETTERER, JOHN J. 1953
W. P. Pressly Professor of Biology. B.S., Dickinson College, 1943; Ph. D., New York University, 1953.

KIEFT, RICHARD 1975
Assistant Professor of Chemistry. B.S., Dickinson College, 1967; Ph. D., University of Illinois, 1973.

KING, LeROY O.
Dean of Students and Assistant Professor of Speech. B.A., Monmouth College, 1945; B.D., Garrett Theological Seminary, 1949; Ph. D., University of Denver, 1972.

KIRK, CAROLYN T. 1972
Assistant Professor of Sociology. B.A., Michigan State University, 1967; M.A., ibid., 1969. Ph. D., ibid., 1974.

KLOEPPEL, PETER K. 1967
Associate Professor of Physics and Mathematics and Associate Director, Computer Center. B.S., University of North Carolina, 1952; M.S., University of Illinois, 1954; Ph. D., University of Chicago, 1963.

LEEVER, RICHARD S. 1961
Associate Professor of English. B.A., Illinois College 1947; M.A., University of Texas, 1949; Ed. M., University of Illinois, 1954; Ph. D., ibid., 1961.

LEMON, RODNEY J. 1976
Associate Professor of Economics and Business Administration. B.A., Monmouth College, 1964; M.S., University of Illinois, 1967; Ph. D., University of Illinois, 1968.

LEVIN, CAPTAIN RONALD V. 1976
Military Science Department, B.B.A., University of Kentucky, 1969.

LIPSEY, CAPTAIN RICHARD D., JR. 1976
Military Science Department. B.A., Michigan State University, 1967; M.A., Golden Gate College, 1975.

McCLANAHAN, PAUL H. 1964
Associate Professor of Religious Studies and College Chaplain. A.B., College of Wooster, 1937; B.D., Union Theological Seminary, 1942; S.T.M., ibid., 1970.

McCLINTOCK, ROY M. 1966
Associate Professor of Government. B.A., University of Oklahoma, 1948; M.A., ibid., 1949; Ph. D., University of Missouri, 1961.

McNAMARA, R. JEREMY 1964
Associate Professor of English. B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph. D., Michigan State University, 1961; M.A., National University of Ireland (Dublin), 1974.

MELISKA, CHARLES J. 1969
Associate Professor of Psychology. B.A., College of Wooster, 1963; M.A., Case Western Reserve, 1968; Ph. D., ibid., 1970. (Sabbatical leave 1976-77)

MOORE, ELIZABETH A. 1976
Lecturer in History. B.S., Mississippi Women's University, 1964; M.T., Southern Methodist University, 1967.

MORSCH, KAREN L. 1976
Lecturer in Music. B.A., Adams State College, 1967; M.A., ibid., 1968.

OSBORNE, HARRY W. 1965
Professor of Romance Languages. B.A., University of Iowa, 1943; M.A., ibid., 1945; Ph. D., University of Wisconsin, 1949.

PIEPER, GREGORY B. 1976
Lecturer in Art. B.A., Augustana College, 1971; M.A., Northern Illinois University, 1975.

PRIEST, BARBARA A. 1976
Lecturer in Physical Education. B.S., Indiana University, 1975.

REICHOW, WILLIAM L. 1965
Associate Professor of Physical Education. B.S., University of Iowa, 1956; M.A., ibid., 1957.

REYHER, CHARLES E. 1976
Instructor of Economics and Business Administration. B.A., Northern Illinois University, 1969; M.A., MBA, Eastern Illinois University, 1976.

ROCHON, MAJ. KENNETH J. 1976
Military Science Department. B.S., Providence College, 1964.

SHAFFER, PETER B. 1976
Instructor of Economics and Business Administration. B.A., Miami University, 1967; MBA, University of Illinois, 1969.

SHAWVER, BENJAMIN T.
Professor of Chemistry and Education. B.S. Parsons College, 1932; M.A., Columbia University, 1950, Ed. D., ibid., 1952.

SHAWVER, DAVID J. 1976
Instructor of Religious Studies. B.A., Monmouth College, 1970.

SHOEMAKER, HOMER L. 1961
Lecturer in Accounting. B.S., University of Denver, 1950; M.B.A., ibid., 1965; CPA, 1961.

SKOV, CHARLES E. 1963
Professor of Physics. A.B., Kearney State Teachers College, 1954; Ph. D., University of Nebraska, 1963.

SOLOMON, MARCIA J. 1973
Lecturer in Education. A.B., Earlham College, 1965; M.A., University of Chicago, 1967 (Part-time).

SORENSEN, FRANCIS W. 1973
Assistant Professor in Education. B.S., Wheaton College, 1960; M.S., Northern Illinois University, 1964; Ed. D., University of Illinois, 1973.

SPEEL, CHARLES J., II 1951
John Young Professor of Religious Studies. A.B., Brown University, 1939; S.T.B., Harvard University, 1949; S.T.M., ibid., 1950; Ph. D., ibid., 1956. (Florence Program 1976-77)

SPITZ, DOUGLAS R. 1957
Associate Professor of History. A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph. D., ibid., 1964. (On leave first term 1976-77)

SPROSTON, MICHAEL E. 1968
Instructor of Music. A.B., Monmouth College, 1964; M.A., University of Iowa, 1966.

STEGER, JACK M. 1971
Assistant Professor of Physical Education. GB.S., New Mexico State University, 1951; M.S., Indina University, 1957. (On leave, 1976-77)

TALLEY, LTC EARL H. 1974
Military Science Department. B.S., Virginia Military Institute, 1958; M.S., Georgia Institute of Technology, 1967.

TERRONES, STEPHEN T. 1973
Instructor of Music. B.M.E., Wichita State University, 1964; ibid, M.M.E., 1973.

URBAN, WILLIAM L. 1966
Associate Professor of History. B.A., University of Texas, 1961; M.A., ibid., 1963; Ph. D., 1967.

WALTERSHAUSEN, GEORGE L. 1966
Assistant Professor of Art. A.B., Knox College, 1961; M.A., University of California, Berkeley, 1963.

WEEKS, J. STAFFORD 1959
Dean of the College and Professor of Reiligious Studies. A.B., Juniata College, 1942; M. Div., United Theological Seminary, 1945; Ph. D., University of Chicago, 1962.

WILLHARDT, GARY D. 1967
Associate Professor of English. A.B., Monmouth College, 1960; M.A., Ohio University, 1962; Ph. D., Ohio State University, 1967.

WILLIAMS, LYMAN O. 1963, 1969
Professor of Geology. B.S., University of Georgia, 1955; M.S., State University of Iowa, 1959; Ph. D., ibid., 1962.

WILLS, DONALD L. 1951
Professor of Geology. B.S., University of Illinois, 1949; M.S., ibid., 1951; Ph. D., University of Iowa, 1971.

WOLL, ROBERT G. 1935
Professor of Physical Education. B.S., Monmouth College, 1934; M.S., University of Illinois, 1941.

WRIGHT, A. DEAN 1970
Associate Professor of Psychology. B.A., Fort Hays Kansas State College, 1959; M.S., ibid., 1959; Ph. D., Texas Christian University, 1969.

Appendix

SCHOLARSHIPS, PRIZES AND ENDOWED FUNDS

The scholarships, prizes and endowed funds listed below have been made possible through the generosity of alumni and friends of the College and through other organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will in later life, when circumstances permit, help to continue this program for the benefit of future generations of students.

Endowed Scholarships

These scholarships are awarded by the College as part of the students financial aid program; no separate application is necessary.

ADDLEMAN SCHOLARSHIP
DR. AND MRS. J. A. BARNES SCHOLARSHIP
SARAH HOLMES BIGGER SCHOLARSHIP
BIGGSVILLE SCHOLARSHIP
BOHART SCHOLARSHIP
SAM BOND SCHOLARSHIP
N. H. AND ISABELLE BROWN SCHOLARSHIP
GEORGE H. BRUSH SCHOLARSHIP
BOYD S. CAMPBELL SCHOLARSHIP
J. BOYD CAMPBELL SCHOLARSHIPS
HATTIE BOYD CAMPBELL SCHOLARSHIP
FRANK M. CARNAHAN MUSIC SCHOLARSHIP
JOHN CAROTHERS SCHOLARSHIPS
CLASS OF 1901 SCHOLARSHIP
CRIMSON MASQUE SCHOLARSHIP
C. G. DENISON-WILLIAM M. STORY SCHOLARSHIP
JOHN S. AND MARY LOUISE DIFFENBAUGH SCHOLARSHIP
LOIS DIFFENBAUGH SCHOLARSHIP
SELMA AND SELIG EDELMAN SCHOLARSHIP
BELLA B. ELLIOTT SCHOLARSHIP
ELMIRA SCHOLARSHIP
REV. JOHN W. ENGLISH AND MABEL M. ENGLISH MEMORIAL SCHOLARSHIP
JOHN Q. FINDLEY SCHOLARSHIP
FIRST WASHINGTON SCHOLARSHIP
FREW SCHOLARSHIPS
ALVIN W. GALLOWAY SCHOLARSHIP
GARRITY SCHOLARSHIP
GIBSON SCHOLARSHIP

JOHN CHARLES HANNA SCHOLARSHIP
SMITH HAMILL SCHOLARSHIP
HANOVER SCHOLARSHIP
HARMONY MEMORIAL SCHOLARSHIP
JANET SHAW HAYES SCHOLARSHIP
LUCIA ELLIOTT HILL SCHOLARSHIP
MABEL HINMANN SCHOLARSHIP
HUME SCHOLARSHIP
LT. M. DON ISAACSON SCHOLARSHIP
ANDREW JOHNSTON SCHOLARSHIP
JOHNSTON SCHOLARSHIP
ELIZABETH M. KELLER SCHOLARSHIP
GRACE WELLS KENNEDY MEMORIAL SCHOLARSHIP
EMMA BROWNLEE KILGORE SCHOLARSHIP
MRS. MARY ELIZABETH KILPATRICK SCHOLARSHIP
JANE KINKAID SCHOLARSHIP
MATTIE KINKAID SCHOLARSHIP
JOHN BARNES KRITZER SCHOLARSHIP
LAFFERTY SCHOLARSHIPS
JEAN E. LIEDMAN MEMORIAL SCHOLARSHIP
MARGARET LORD MUSIC SCHOLARSHIP
OLIVE J. LOWRY SCHOLARSHIP
M. M. MAYNARD MEMORIAL SCHOLARSHIP
KATHRYN ARBELLA McCAUGHAN SCHOLARSHIP
MARY COOKE McCONNELL MEMORIAL SCHOLARSHIP
HOMER McKAY SCHOLARSHIP
McLAUGHLIN BROTHERS SCHOLARSHIP
SPECIAL ANNIVERSARY SCHOLARSHIP, MRS. MINNIE McCILL McMICHAEL
LOUISE C. AND MAX W. MILLS SCHOLARSHIP
A. H. MORROW SCHOLARSHIP
NASH SCHOLARSHIPS
MILDRED STEELE NEARING SCHOLARSHIPS
NORWOOD SCHOLARSHIP
LaVERNE NOYES SCHOLARSHIP
ADAM OLIVER SCHOLARSHIP
ROBERT Y. PARK SCHOLARSHIP
LUELLA OLIVE PARSHALL SCHOLARSHIP
MARGARET POLLACK SCHOLARSHIP
MARGARET WHITE POTTER MEMORIAL SCHOLARSHIP
PRUGH SCHOLARSHIP
READER'S DIGEST FOUNDATION SCHOLARSHIP
PRUDENCE MARGARET SCHENK SCHOLARSHIP

MARION B. SEXTON SCHOLARSHIP
SHIELDS SCHOLARSHIPS
SOMONAUK SCHOLARSHIP
SPRING HILL SCHOLARSHIP
ST. CLAIR SCHOLARSHIP
STRONGHURST SCHOLARSHIP
J. B. TAYLOR SCHOLARSHIP
GARRETT W. THIESSEN MEMORIAL SCHOLARSHIP
ESTHER M. THOMPSON SCHOLARSHIP FUND
MARTHA THOMPSON SCHOLARSHIPS
HENRY A. TODD SCHOLARSHIP
J. L. VAN GUNDY SCHOLARSHIP
ALALINE WILKIN WADDEL SCHOLARSHIP
MARTHA WALLACE SCHOLARSHIP
J. F. WATSON SCHOLARSHIP
WHITE SCHOLARSHIP
DAVID A. AND ELIZABETH CAMERON WHITEMAN SCHOLARSHIP
ELI B. AND HARRIETT B. WILLIAMS FUND
WOODBURN MEMORIAL SCHOLARSHIP
WOODS SCHOLARSHIPS
MARGARET N. WORDON SCHOLARSHIP
JOHN WRIGHT SCHOLARSHIP
MR. & MRS. WILLIAM E. WRIGHT SCHOLARSHIP
XENIA SCHOLARSHIP

Special Scholarships

BOARD OF CHRISTIAN EDUCATION SCHOLARSHIP
PEG STONEROOK BRINKER SCHOLARSHIP (MORTAR BOARD)
EXCHANGE CLUB SCHOLARSHIP
GRADUATE "M" CLUB and "M" CLUB SCHOLARSHIPS

Annual Scholarships

THE LUBRIZOL SCHOLARSHIP

Awarded annually to a junior chemistry major on the basis of both financial need and ability by the Lubrizol Foundation.

ROBERT T. LUDWIGSEN MEMORIAL SCHOLARSHIP

Presented annually to an outstanding sophomore chemistry major in memory of Robert T. Ludwigsen, a 1955 chemistry graduate of Monmouth College.

THE TAKASHI KOMATSU SCHOLARSHIP

Endowed by a bequest from Takashi Komatsu, Monmouth College's first Japanese student. A "Komatsu Scholar," named each year, shall be an American student enrolled in the East Asian Studies Program, or a student at Monmouth

College from Japan studying in any curriculum.

THE GARRETT W. THIESSEN MEMORIAL SCHOLARSHIP

Awarded annually to an outstanding sophomore chemistry major in memory of Dr. Garrett W. Thiessen, chairman of the Monmouth chemistry department from 1952-65 and member of the College faculty for over 30 years.

Annual Prizes and Awards

THE HUGH R. BEVERIDGE PRIZE IN ANALYSIS

Awarded to a student who, in the judgment of the mathematics faculty, has shown outstanding achievement in the study of analysis. The prize may be awarded annually at the discretion of the mathematics faculty.

THE PAUL CRAMER PRIZE IN ALGEBRA

Awarded to a student who, in the judgment of the mathematics faculty, has shown outstanding achievement in the study of modern and linear algebra. This prize may be awarded annually at the discretion of the mathematics faculty.

THE SELIG AND SELMA EDELMAN PRIZE SCHOLARSHIP

Awarded for the best essay dealing with the topic "Contemporary Values in the Old Testament." The essays are written in consultation with the Department of Religious Studies and are judged by the members of that department.

FORENSICS EMBLEM

Presented by the College and the Forensic League to those who have represented the College in intercollegiate debate or oratory.

THE LYLE W. FINLEY PRIZE IN CALCULUS

Awarded to a student who, in the judgment of the mathematics faculty, has shown outstanding achievement in the calculus. This prize may be awarded annually at the discretion of the mathematics faculty.

THE CLIFF STRUTHERS HAMILTON PRIZE

Awarded to an outstanding senior man or woman who will go into the field of chemistry or medicine and who has completed, with the exception of the final term, requirements of the curriculum accredited by the American Chemical Society.

THE LULU JOHNSON McCOY PRIZES

These prizes endowed by her husband, J. Clyde McCoy, are to be awarded to students of outstanding quality who are majoring in music.

THE WILLIAM B. McKINLEY PRIZES IN ENGLISH

In 1925 Senator William B. McKinley of Illinois endowed two prizes to encourage individual research and advanced work in English. The prizes are awarded to students who offer the best thesis on specially designed subjects.

LENA LEE POWELL PI BETA PHI PRIZE

This award, endowed by Ervin D. Powell, is awarded each year to a member of Alpha Chapter of Pi Beta Phi of exceptional quality.

MARY PORTER PHELPS PRIZE

Awarded to the student who, in the judgment of the faculty, has manifested superiority in scholarship, thrift and economy, and development of character. Only those who have completed at least two years' work at Monmouth College are eligible for this prize.

SIGMA TAU DELTA FRESHMAN PRIZES

Rho Alpha Chapter of Sigma Tau Delta offers three prizes on Com-

mencement Day to the freshmen writing the best compositions in verse or prose. Entries must be prepared especially for this contest.

THE THOMPSON PRIZE FUND

Established in June, 1972, to honor Professor Samuel M. Thompson on his retirement as Alumni Professor of Philosophy, the Thompson Prize is awarded each Commencement to a student who has produced a sufficiently outstanding scholarly or other creative work in the area of Humanities during the year.

DAN EVERETT and EVA CLARK WAID PRIZE

Endowed by Mr. and Mrs. Waid of New York, and is awarded by the faculty on the basis of all-around excellence and development.

THE WAID PRIZES

Six prizes are offered for biographical reading as a means of cultivating interest in biography among college students. Three prizes are offered to freshmen. Three similar prizes are available to members of the three upper classes. These prizes were endowed by Dan Everett Waid, '87.

Library Endowments

THE JOHN A. AND MARGARET J. ELLIOTT LIBRARY OF RELIGIOUS EDUCATION
THE KAPPA KAPPA GAMMA MEMORIAL FUND
THE JOHN LAWRENCE TEARE MEMORIAL LIBRARY FUND

Endowed Professorships

THE HARDING PROFESSORSHIP OF ENGLISH LANGUAGE AND LITERATURE, endowed by General A. C. Harding of Illinois in 1856.

ALUMNI PROFESSORSHIP OF PHILOSOPHY, endowed by alumni of the College in 1881 and held by Dr. Samuel Thompson, Professor Emeritus of Philosophy.

PRESSLY PROFESSORSHIP OF NATURAL SCIENCE, endowed by W. P. Pressly of Illinois in 1886 and held by Dr. John J. Ketterer, Professor of Biology.

THE MATHERS PROFESSORSHIP OF SOCIAL SCIENCE, endowed by Joseph Mathers of Illinois in 1895.

THE LAW FOUNDATION OF ENGLISH LITERATURE, endowed by James and Ellen C. Law of New York in 1899.

JOHN YOUNG CHAIR OF BIBLE, endowed by the United Presbyterian Church Board of Christian Education and held by Dr. Charles J. Speel, II, Professor of Religious Studies.

THE ALICE WINBIGLER CHAIR OF MATHEMATICS, endowed by Miss Alice Winbigler in memory of her sister, Julia E. Winbigler, and through funds added by friends of Miss Winbigler.

THE CLYDE FULTON YOUNG CHAIR OF POLITICAL SCIENCE, endowed by Clyde Fulton Young, A. B., LL. B., of Pittsburgh. He was a graduate of the Class of 1899.

Killough Lecture Fund

Endowed by the Hon. W. W. Stetson of Auburn, Maine, to bring speakers to the College campus.

McMullen Lecture Fund

Endowed by Mrs. Donald McMullen of Silver Springs, Maryland, to bring biological speakers to the College campus.

Memorial Funds

Current memorial funds honoring former students, faculty members, and friends of Monmouth College include:

Bonnie Peterson
James McClintock
Cyrus R. Osborn
Donald B. McMullen
Ivory Quinby, Jr.
Bertha McKinnie Phelps
Dr. Hugh B. Speer

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